

**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:  
Expanded Learning Division

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



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

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

# Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: WISH Community Schools  
Shawna Draxton  
Contact Name: \_\_\_\_\_  
sdraxton@wishcharter.org  
Contact Email: \_\_\_\_\_  
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. WISH Elementary School TK-5
2. WISH Middle School 6-8
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Purpose

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

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

# Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

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

## Instructions

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

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

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

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

# Expanded Learning Opportunities Program Plan Guide

## 1—Safe and Supportive Environment

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

WISH's programs will be held on each campus for our elementary and middle school students. They will be staffed by highly qualified individuals from West LA Extended day program (ES) as well as the Great Opportunities for Learning (GOAL) program through Evolution Sports (MS), in partnership with WISH and as approved by LAUSD. Individuals working with WLAED and Evolution Sports all meet high standards for individuals working with students and are further trained in best practices for success in an extended care environment. They are trained and experienced in supporting all students, including students with differing needs and who may require additional behavioral supports, accommodations or modifications to access the learning and experiences of their typical peers. These individuals receive ongoing coaching by a highly credentialed program director. Being an established program within the WISH community, families can feel safe and reassured that their students are receiving high quality, engaging supports in learning and social emotional skills and are with safe adults in a familiar location during this programming time.

## 2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

By participating in this program, students will benefit from a variety of learning- rich activities to supplement the instructional day. Staff will support students in targeted, individualized instruction through programs such as iReady and will also provide a plethora of hands-on learning experiences that are student- centered and interest based such as thematic art using differing medias, science experiments, engineering challenges with building materials, and creative activities that harness student's fine motor skills such as beadwork and other crafts. Social emotional learning opportunities through purposeful play, team building activities, and opinion discussions facilitated by staff will be prominent throughout the program to aid in mitigating the severe loss of social experiences and social-emotional supports by students during distance learning. Opportunities for the development of gross motor skills, teamwork, and leadership skills will be present with staff -facilitated outdoor games and ball skills for elementary students and with a robust sports camp for middle school students.

# Expanded Learning Opportunities Program Plan Guide

## 3—Skill Building

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

We seek to provide students with opportunities to strengthen diverse skills with this extended learning program. Academically, students will have access to highly qualified and collaborative staff support and personalized programs such as iReady to aid in both acceleration or remediation of core skills needed to meet or exceed Common Core Standards. In addition, we seek to equally support students in building social emotional skills such as self-regulation, teamwork, and leadership through interest-based and interactive activities. These activities may include cooperative games, dramatic play and other role-playing activities, group building activities, and sports. Students will have access to experienced staff to intervene when needed to provide direct coaching in the moment to support students in conflict resolution, appropriate social skills, and initiating inclusive actions among peers. Students will also be provided opportunities to receive support in developing skills crucial to overall well being and empowerment such as guided positive thinking, reflective thinking, affirmations, and growth mindset.

## 4—Youth Voice and Leadership

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

WISH's student -centered approach to education will be prominent in the extended learning opportunities program it offers. Choice will be an outstanding aspect of the program and featured in all categories of support in order to honor youth voice. Students will be supported in fostering independence in advocating for their needs. Academically students across grade levels will have elements of choice in subject areas they feel they need support as well as opportunities to communicate how they feel successful when learning or practicing skills. Extracurricular and recreational activities will be student-driven and interest based in order to maximize the engagement of each student. Leadership opportunities will be abundant for students within the multitude of group and social emotional activities included in the programming. The sports camp aspect of the middle school program will serve to provide the middle school students with ample leadership roles within a team alongside the opportunities within the developmentally appropriate play-based focus of the elementary program.

# Expanded Learning Opportunities Program Plan Guide

## 5—Healthy Choices and Behaviors

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

WISH seeks to provide students a well- rounded, whole child approach to health and wellness education through it's ELO program. Students will be supported in learning how to develop skills for physical, emotional, and mental well being. Numerous opportunities for physical activity will be integrated within the schedule, including before, during, and after the school day. These activities include active play, physical skill building including games, a well- developed physical education program, and sports opportunities. WISH's collaborative approach allows for frequent lessons on mental health from our on-site counselor for all students. Emotional intelligence education is provided to all students through WISH's adoption of the RULER program, and staff providing supports to students before or after instructional hours may collaborate with any school staff in order to apply these principles effectively. WISH provides breakfast and lunch for all students in accordance with AB130 and is an approved SSO meal site and access to snack is provided for all students participating in programming after instructional hours.

## 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

WISH is committed to social justice through inclusion and diversity. Multiple stakeholders are involved in ensuring diversity in all programs and equal access to all students. This includes WISH's Diversity and Inclusion committee, comprised of is an advisory group comprised of faculty, staff, administrators, family members, and community members that help support the school and the greater population to intentionally move towards a more inclusive community of all races, religions, sexual orientations, cultures, socio-economic backgrounds, all identities, and all abilities. Through leadership, education, communication, planning, and other support systems, the Diversity, Equity, and Inclusion Committee is committed to ensuring that all members of the community are valued and included and will ensure that the opportunities available to students in this program are committed to these values. In addition, instruction within the WISH community is Universally Designed to meet the needs of all students and provide equitable access to learning and opportunities.

# Expanded Learning Opportunities Program Plan Guide

## 7—Quality Staff

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

WISH will be designating staff for the Extended Learning Opportunities through our partnership with West LA Extended Day (WLAED) for elementary school students and Great Opportunities for Learning Program (GOAL) program through Evolution Sports for middle school students. These programs are extremely collaborative with WISH faculty, staff, and stakeholders and will ensure that students have access to high quality programming. The staff for both programs are trained to implement our core tenets and inclusive model, and are experienced in creating multiple student-driven learning opportunities that will align with our plan and vision for this program for the before and after school portions of this program. The directors of the WLAED program and Evolution Sports will extend their partnerships with WISH to ensure the staff are effectively planning and implementing the opportunities as outlined in the program.

## 8—Clear Vision, Mission, and Purpose

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

WISH Community Schools will provide students with an extended opportunities learning program that will aid in mitigating the learning loss and missed social development of students in the community. WISH will provide high quality, targeted academic instruction and a multitude of student-centered skill building opportunities that will result in the positive social development and increased achievement of diverse learners within our community.

# Expanded Learning Opportunities Program Plan Guide

## 9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Community partnerships are one of our core tenets at WISH and are utilized to improve instruction and opportunities available to students. WISH will be drawing upon its collaborative partnerships with West LA Extended Day (WLAED) and GOAL/ Evolution Sports for support in implementing this program. WISH will also investigate additional opportunities for collaboration with our other community partnerships to strengthen the opportunities offered to students.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

WISH and WLAED (ES)/ Evolution Sports (MS) will ensure the quality of the program through providing staff with observation and feedback opportunities as well as analyzing assessment and observational data of students to ensure growth. This observation and feedback provided to staff will ensure continuous development and successful implementation of the program and give coaching to staff on how to improve their practices. Both formative iReady assesment data as well as informal observational data will be used to monitor student growth. Students will be included in this process through data chats with staff to support students in goal setting and self- directed growth.



# Expanded Learning Opportunities Program Plan Guide

## 11—Program Management

Describe the plan for program management.

This program will be largely managed by the West LA Extended Day (WLAED) director for elementary school students as well as the Evolution Sports/ GOAL program director, in partnership with WISH. The directors will oversee staffing, ratios, and quality of implementation to ensure the program is providing the best opportunities for all students. The WLAED/ Evolution Sports director will collaborate with WISH stakeholders to ensure the program is managed effectively and with the highest quality opportunities.

## General Questions

### Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

N/A

# Expanded Learning Opportunities Program Plan Guide

## Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

WISH is committed to providing developmentally appropriate practices when supporting all students, including our youngest learners in the TK/Kindergarten program. All staff will be required to implement practices geared towards these students and will collaborate with faculty and staff of the well-developed TK and Kindergarten programs already in place at WISH for support. These practices will include additional play-based learning opportunities that will support students' skills in comprehension, socialization, conflict resolution, and both gross and fine motor skills. This program will maintain the appropriate ratio of 10:1 and will work with current school staff in addition to West LA Extended Day (WLAED) staff to ensure this ratio is maintained at all times.

## Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

**SCHOOL YEAR SAMPLE SCHEDULE:**  
7- 8:30 ES, 7-8 MS: Before School Programming- Play, Games, Study (MS),  
Breakfast, 8:30-8:45: Additional TK/K before school programming  
Instructional Day- 8:45-2:00 (TK/K), 8:30-3:00 (ES), 8:00-3:00 (MS)  
3:00-5:00- After School Programming (TK/K 2-5, ES, MS) Academic support/  
iReady, Sports Camp (MS), enrichment (arts, interest based crafts/ exploration), SEL  
**ADDITIONAL DAYS/ SUMMER PROGRAMMING SAMPLE SCHEDULE:**  
7- 8:30 ES, 7-8 MS: Before School Programming- Play, Games, Study (MS),  
Breakfast  
8:30-12:30 (ES) 8-12 (MS): Summer Instructional Hours  
12:00-5:00 (MS) 12:30-5:00 (ES): Lunch, Sports Camp (MS), Academic Support/  
iReady, thematic enrichment activities, outdoor choices, indoor/outdoor play, SEL

# Expanded Learning Opportunities Program Plan Guide

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

## **EC Section 46120(b)(2):**

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

# Expanded Learning Opportunities Program Plan Guide

## **EC Section 46120(b)(3):**

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

## **EC Section 46120(b)(4):**

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

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

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

## **EC Section 46120(c):**

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

## **EC Section 8482.3(d):**

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

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

## **EC Section 8482.6:**

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

## Expanded Learning Opportunities Program Plan Guide

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

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

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

### **EC Section 8482.3(c)(1)(A–B):**

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

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

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