

Expanded Learning Opportunities Program Plan Guide

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

New
Pacific
Charter
Rancho
Cordova

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: New Pacific Charter Rancho Cordova

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

1. New Pacific Charter Rancho Cordova
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date:

Review/Revision Date: 5/12/2026

Review/Revision Date: 6/8/2026

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.

Student physical safety is a top priority within New Pacific Charter's Expanded Learning Opportunities Program. The program is included in the school's comprehensive safety plan, and all expanded learning staff are trained in safety procedures prior to the start of each school year.

Emergency drills are practiced regularly to ensure students and staff are prepared and confident in responding to emergency situations. Fire drills are conducted monthly, while earthquake and lockdown drills are practiced quarterly in alignment with school-wide safety procedures.

Students are signed in at the beginning of each program day and are only released to a parent/guardian or an authorized adult listed on their enrollment form. Staff maintain active supervision of students at all times, including during transitions, restroom breaks, and movement between activities.

In the event of an injury or emergency, staff follow established New Pacific Charter protocols and immediately notify families and appropriate personnel, including site administration, district leadership, and emergency responders when necessary. Emergency contact information is securely maintained and readily available. All incidents are documented and communicated in accordance with school and district procedures.

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.

The New Pacific Charter Expanded Learning Opportunities Program is also committed to providing an emotionally safe and supportive environment where students feel respected, included, and valued.

Staff intentionally build positive relationships with students to foster trust, connection, and a sense of belonging. Expectations for respectful behavior and cooperation are clearly communicated and consistently reinforced to support a positive and structured environment.

Program staff work to create engaging, inclusive experiences that support students' social-emotional development and encourage positive peer interactions. Through consistent routines, caring adult relationships, and supportive interactions, students are provided with an environment that promotes confidence, responsibility, and overall well-being.

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.

The New Pacific Charter Expanded Learning Opportunities Program provides students with meaningful opportunities for active, engaged learning that supports and extends the instructional day without duplicating classroom instruction.

The program focuses on enrichment experiences that reinforce and deepen student skills in engaging, hands-on ways. Students participate in activities such as reading for enjoyment, creative writing, math games, science exploration, art, and collaborative projects. These experiences are designed to strengthen academic foundations through exploration, creativity, and applied learning rather than direct instruction of grade-level curriculum.

Learning opportunities are intentionally structured to allow students to practice and extend skills in new and interactive formats. Students are encouraged to think critically, solve problems, collaborate with peers, and engage in creative expression in ways that complement what they experience during the school day.

In addition to academic enrichment, the program supports the whole child by fostering social-emotional development. Students build communication skills, teamwork, independence, and a sense of belonging through structured group activities and positive peer interactions.

Overall, the Expanded Learning Opportunities Program enhances student learning by providing engaging, supportive experiences that extend classroom learning in meaningful and developmentally appropriate ways without duplicating the instructional day.

3—Skill Building

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

The Expanded Learning Opportunities Program provides opportunities for students to build and strengthen academic, social, and leadership skills through engaging, hands-on learning experiences. Programs are offered Monday through Friday and are designed to reinforce and complement the school's academic program without duplicating the instructional day.

Students participate in a variety of educational enrichment activities that promote active learning, creativity, collaboration, and critical thinking. Planned activities include math enrichment, literacy and ELA activities, Music and Art, STEM projects, physical fitness, and other interest-based activities identified by students. These opportunities are intended to keep students motivated, engaged, and connected to learning in meaningful ways.

In addition to academic enrichment, students practice leadership and life skills as an extension of the school's Leader in Me program. Skill-building activities focus on intrapersonal development such as goal setting, self-management, responsibility, and perseverance, as well as interpersonal skills including collaboration, communication, leadership, and problem solving with peers.

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.

Students participating in the New Pacific Charter Expanded Learning Opportunities Program will be provided ongoing opportunities to share their voice, provide feedback, and take active leadership roles within the program. Student input will be gathered regularly through surveys, focus groups, classroom discussions, and student leadership opportunities. Feedback collected from students will be used to help determine enrichment activities, clubs, projects, and areas of interest to ensure programming remains engaging, meaningful, and responsive to student needs.

The program is designed to promote youth leadership by providing students with opportunities to lead activities, facilitate group projects, mentor younger peers, and assist with collaborative learning experiences. Older students may serve as peer role models during academic enrichment, physical activities, and team-building projects, helping to foster responsibility, communication, and leadership skills.

Leadership development is further supported through the integration of the school's Leader in Me program principles, which encourage students to practice goal setting, collaboration, problem solving, initiative, and self-management. Students are encouraged to take ownership of their learning and contribute to the development of a positive program culture.

Youth voice is also incorporated into program quality assessment and continuous

improvement efforts. Students will participate in regular reflection activities and provide feedback regarding program effectiveness, engagement, safety, and areas for growth. Staff will review student feedback alongside participation data and observations to make ongoing improvements to program activities, supports, and enrichment opportunities.

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 New Pacific Charter Expanded Learning Opportunities Program supports students in developing healthy physical, mental, emotional, and social habits through daily opportunities that promote wellness, active engagement, and positive decision-making. The program encourages students to make healthy choices and engage in behaviors that support overall well-being in a safe and supportive environment.

Students participate in a variety of structured and unstructured physical activities each day, including outdoor recreation, team-building games, sports, movement activities, and fitness-based enrichment opportunities. These activities are designed to promote physical health, teamwork, cooperation, and positive social interaction while helping students remain active and engaged.

The program also supports students' nutritional health by providing healthy meals and snacks that meet state and federal nutrition requirements. During after-school programming, students are provided with a nutritious snack that aligns with California Nutrition Guidelines. During non-school day and expanded learning sessions, students receive healthy breakfast and lunch meals that meet the Federal Free and Reduced-Price Meal Program requirements for nutrition, quality, and portion sizes.

In addition to physical wellness, the program incorporates activities and practices that support students' mental, emotional, and social health through positive relationship-building, leadership opportunities, collaborative activities, and social-emotional learning experiences aligned with the school's Leader in Me program.

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.

The New Pacific Charter Expanded Learning Opportunities Program is designed to promote diversity, access, inclusion, and equity by creating a welcoming environment where all students feel valued, respected, and supported. The program intentionally incorporates culturally responsive practices and inclusive programming that reflects the diverse backgrounds, experiences, languages, and identities of the students and families we serve.

The program actively recruits and hires staff who reflect the cultural and linguistic diversity of the school community. Program planning and enrichment activities are developed through a culturally responsive lens to ensure students see themselves represented in the activities, materials, and experiences provided. Students are encouraged to share their cultures, traditions, languages, experiences, and perspectives through collaborative projects, leadership opportunities, celebrations, arts, and enrichment activities that honor and embrace diversity.

The ELOP program is open and accessible to all students and is committed to ensuring equitable participation in all activities. Opportunities are intentionally designed to encourage inclusion, belonging, and positive interactions among students from diverse backgrounds and experiences. Student voice and choice are incorporated into enrichment opportunities to ensure programming reflects the interests and identities of the students participating.

The program also ensures access and support for students with disabilities by providing appropriate accommodations, modifications, and services consistent with students' individualized needs. Students with special needs receive the same accommodations and supports during expanded learning programming as they do during the instructional day. The school's Special Education Program Specialist, Education Specialists, and support staff collaborate with Expanded Learning staff to ensure students are fully included and able to successfully participate in academic enrichment, recreation, leadership, and social activities.

The New Pacific Charter Expanded Learning Opportunities Program recognizes and values the unique strengths, abilities, and contributions of every student and is committed to fostering an inclusive environment where all students can learn, grow, and thrive.

7—Quality Staff

Staff Engagement

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

The New Pacific Charter Expanded Learning Opportunities Program is committed to providing students with meaningful opportunities to engage with high-quality, caring, and supportive staff in a safe and welcoming environment. Program staff foster positive relationships with students by creating an atmosphere where students feel valued, respected, connected, and encouraged to actively participate in learning and enrichment opportunities.

Staff members engage students through academic support, collaborative projects, enrichment activities, leadership opportunities, and social-emotional learning experiences. Students work alongside staff in activities such as STEM projects, literacy enrichment, performing arts, physical activities, games, and team-building experiences that promote engagement, creativity, and positive peer interactions. Staff are encouraged to build strong relationships with students that support student voice, belonging, confidence, and personal growth.

To ensure high-quality programming, the PCI Human Resources Department carefully screens and selects qualified staff members who align with the school's mission, values, and expanded learning goals. Candidates participate in an interview process with school administrators and staff to ensure they demonstrate the ability to work positively and effectively with students and families.

Expanded Learning staff receive initial and ongoing professional development focused on classroom management, conflict resolution, behavior support, student engagement strategies, social-emotional learning, and culturally responsive practices. Staff are also trained in strategies for supporting English Learners and students with disabilities to ensure equitable access and inclusive participation for all students. In addition, all Expanded Learning Program staff complete annual Mandated Reporter Training and other required safety trainings to maintain a safe and supportive learning environment.

Through ongoing training, collaboration, and relationship-building, the program ensures students consistently interact with knowledgeable, caring adults who support their academic, social, emotional, and leadership development.

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 staff members participating in the New Pacific Charter Expanded Learning Opportunities Program meet the minimum qualifications required by the LEA for instructional aides and expanded learning staff. Instructional aides must possess a high school diploma or equivalent and meet applicable paraprofessional requirements, including demonstrated ability to support student learning and work effectively with school-age children. Preference is given to candidates with experience working in educational, youth development, or expanded learning settings and who demonstrate strong communication, collaboration, and relationship-building skills.

The PCI Human Resources Department implements a comprehensive screening and hiring process to ensure all staff are qualified and able to provide a safe, supportive, and engaging environment for students. All candidates participate in an interview process with school administrators and staff members to assess their qualifications, experience, and alignment with the school's mission and program expectations. Prior to employment, staff members must successfully complete all required health and safety clearances, including fingerprinting and criminal background checks through the Department of Justice, TB risk assessment or TB testing clearance, verification of eligibility to work, and any additional state-required screenings. Staff are also required to complete annual Mandated Reporter Training and ongoing safety-related professional development.

The Expanded Learning Opportunities Program maintains appropriate staffing ratios at all times in accordance with Education Code Section 46120(b)(2)(D) and all applicable state and local requirements. Staffing assignments are based on student

enrollment, age, program activities, and student needs to ensure adequate supervision, safety, and engagement. The program schedules sufficient staff to maintain safe and effective supervision during all program hours, including enrichment activities, outdoor recreation, meals, transitions, and off-site activities when applicable. Additional support staff and specialized personnel are provided as needed to ensure students with disabilities and diverse learning needs receive appropriate access, accommodations, and support.

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 New Pacific Charter Expanded Learning Opportunities Program is committed to providing ongoing staff training and professional development to ensure all staff members have the knowledge, skills, and competencies needed to effectively engage, support, and enrich students. Staff development opportunities are designed to strengthen instructional practices, student engagement strategies, behavior supports, safety procedures, and social-emotional learning practices while promoting a positive and inclusive program environment.

All Expanded Learning staff participate in initial onboarding and ongoing professional development throughout the school year. Training topics include classroom management, conflict resolution, behavior management, youth development, student engagement strategies, culturally responsive practices, social-emotional learning, and strategies for supporting English Learners and students with disabilities. Staff also receive training aligned with the school's Leader in Me program to support student leadership development, collaboration, goal setting, and relationship-building.

Program staff are provided with tools and resources that support high-quality programming, including curriculum materials, enrichment activity guides, STEM resources, social-emotional learning activities, behavior support strategies, and opportunities for collaboration with school-day teachers and support staff. Staff members also receive guidance and coaching from school administrators, instructional leaders, and specialized staff to strengthen program quality and student support practices.

To ensure student safety and compliance with state requirements, all staff complete annual Mandated Reporter Training and participate in additional health and safety trainings as required. Ongoing professional development opportunities are used to review program expectations, strengthen instructional and enrichment practices, and support continuous program improvement.

In accordance with LEA policies and applicable Expanded Learning Opportunities program requirements, the program may utilize up to three days for staff development and training purposes. These staff development days may occur during instructional days or non-school days as allowable under ASES, 21st Century Community

Learning Centers, and Expanded Learning Opportunities Program guidelines. These dedicated training opportunities allow staff to build capacity, collaborate, review program quality practices, and enhance the overall effectiveness of the Expanded Learning Opportunities Program for students.

8—Clear Vision, Mission, and Purpose

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

The mission of the New Pacific Charter Expanded Learning Opportunities Program is to provide a high-quality, safe, inclusive, and engaging environment where students are supported academically, socially, emotionally, and physically through meaningful enrichment opportunities and positive relationships with peers and staff.

The program’s vision is to create a student-centered expanded learning environment that empowers students to develop confidence, leadership skills, creativity, and a lifelong love of learning. The program values student voice, leadership, collaboration, and belonging, and strives to ensure every student feels safe, respected, and connected within the school community.

The purpose of the Expanded Learning Opportunities Program is to extend and enrich learning beyond the traditional school day by providing opportunities that complement and enhance the instructional program. Students receive academic support and skill-building opportunities that help them achieve success at their highest potential while participating in engaging enrichment experiences designed to foster critical thinking, communication, collaboration, and personal growth.

The program offers a variety of enrichment activities including arts, STEM, physical fitness, leadership development, social-emotional learning, and project-based learning experiences that encourage active participation and creativity. Programming is intentionally aligned with school-day initiatives, including the Leader in Me framework and project-based learning practices, to provide students with consistent opportunities to build leadership, responsibility, teamwork, and problem-solving skills across all learning environments.

Through supportive relationships, engaging activities, and opportunities for leadership and self-expression, the New Pacific Charter Expanded Learning Opportunities Program seeks to develop well-rounded students who are prepared for academic success and positive contributions within their school and community.

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.

The New Pacific Charter Expanded Learning Opportunities Program is committed to building and sustaining collaborative partnerships that support high-quality, engaging, and responsive programming for students. The program actively seeks opportunities

to collaborate with community organizations, local agencies, and non-LEA partners to enhance enrichment offerings, expand learning opportunities, and support the holistic needs of students.

These partnerships are developed through ongoing communication and open dialogue with community members and stakeholders to ensure programming remains aligned with student needs, interests, and strengths. Collaborative relationships may support a variety of program areas, including academic enrichment, arts, STEM, physical activity, social-emotional learning, health and wellness, and leadership development. Through these partnerships, the program is able to broaden student access to diverse learning experiences that extend beyond the traditional school setting.

Students and families play a central role in the design, implementation, and ongoing improvement of the Expanded Learning Opportunities Program. Family and student input is gathered during the development of the program plan through surveys, informal feedback opportunities, and engagement sessions. This input helps shape program goals, enrichment offerings, and areas of focus to ensure the program reflects the needs and interests of the school community.

Throughout the year, students and families remain engaged through ongoing opportunities for feedback, including surveys, focus groups, family events, and program reflection opportunities. Student voice is also incorporated through leadership opportunities and structured feedback sessions, ensuring that students have an active role in shaping their experiences. Family engagement is supported through consistent communication and opportunities to provide input on program quality, effectiveness, and areas for growth.

Through these collaborative partnerships and ongoing engagement efforts, the New Pacific Charter Expanded Learning Opportunities Program ensures that programming remains responsive, inclusive, and continuously improving to meet the evolving needs of students and families.

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.

The New Pacific Charter Expanded Learning Opportunities Program engaged community-based organizations (CBOs), local partners, and other non-LEA stakeholders through ongoing outreach, collaboration, and open dialogue during the development of the program plan. Input from these partners was gathered to help identify student needs, community strengths, and potential enrichment opportunities that could enhance and extend learning beyond the school day. This collaborative planning process ensured the program was designed to be responsive, inclusive, and aligned with the interests and needs of students and families.

Community-based organizations and non-LEA partners contributed ideas and feedback related to academic enrichment, arts and cultural experiences, STEM programming, physical wellness, and social-emotional supports. Their expertise helped shape program goals and identify opportunities for authentic, real-world learning experiences that reflect the diverse cultural and linguistic backgrounds of the school community. These partnerships also support the program's commitment to student voice, equity, and engagement.

Moving forward, community partners will continue to play an active role in the administration and implementation of the Expanded Learning Opportunities Program. CBOs may provide direct student programming, enrichment activities, mentoring, wellness supports, and specialized services that align with identified student needs. Partners will also be engaged in ongoing program evaluation and improvement efforts to ensure services remain high quality, relevant, and impactful.

The ELO-P program is intentionally coordinated with other school and district initiatives to ensure alignment and maximize student support. This includes coordination with Community Schools efforts to strengthen family engagement, wraparound services, and community partnerships. The program also aligns with the school's Multi-Tiered System of Supports (MTSS) framework by providing tiered academic, behavioral, and social-emotional supports that address the diverse needs of students. Expanded learning staff collaborate with school-day educators, special education staff, and support providers to ensure consistency in interventions, enrichment, and student support strategies across all settings.

Through these coordinated systems and partnerships, the Expanded Learning Program ensures that students receive comprehensive, aligned, and seamless support that strengthens both academic success and overall well-being.

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 New Pacific Charter Expanded Learning Opportunities Program uses a continuous quality improvement (CQI) process to ensure programming is responsive, effective, and aligned with student needs. The program collects and analyzes student data related to social, behavioral, and skill development outcomes to guide reflection, inform decision-making, and strengthen program practices and activities.

Data collected may include student attendance and participation patterns, behavior referrals or incident tracking, staff observations, student surveys, and structured feedback from students and families. Additional data sources may include informal check-ins, focus groups, and reflections tied to enrichment activities and social-emotional learning experiences. These data points help the program understand

student engagement, sense of belonging, and overall program impact.

The program specifically considers student growth in key social-emotional competencies, including social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. Staff use this information to identify trends, celebrate strengths, and determine areas where additional support or enrichment may be needed.

Data is regularly reviewed by program staff and leadership teams to support intentional planning and improvement of program practices. This includes adjusting enrichment offerings, refining behavior support strategies, enhancing student engagement approaches, and strengthening social-emotional learning opportunities. Staff collaborate to reflect on what is working well and what can be improved in order to ensure students are receiving high-quality, meaningful experiences.

Continuous Quality Improvement is embedded into program operations through ongoing cycles of planning, implementation, reflection, and adjustment. By using student data in a thoughtful and intentional way, the Expanded Learning Opportunities Program ensures that activities remain engaging, supportive, and aligned with student growth in both academic and social-emotional domains.

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.

<https://docs.google.com/document/d/1k6cKZcaI2wL6cLEExsvWy0Q3Kgfq6HMPLoXjnw-Ocl/edit?usp=sharing>

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?

Program funding, dependent upon annual amounts apportioned based on funding, will primarily support salaries and benefits for staff responsible for operating, supervising, and overseeing the program to ensure safe, compliant, and high-quality services for students. Additional allowable costs may include instructional and enrichment materials, student supplies, and snacks necessary to support daily program operations and student participation. The budget may also include shared facility-related expenses associated with operating the program, including but not limited to lease costs, utilities, custodial services, maintenance, and other operational expenses proportionate to the program's use of the facilities.

This budget reflects the needs of students and families within the community by supporting accessible before-school, after-school, and select non-instructional day programming that provides students with a safe, structured, and enriching environment outside of regular instructional hours. The program is intended to support working families by expanding access to student supervision, enrichment opportunities, academic support, and social-emotional engagement while reducing barriers to participation for families in need of extended care services.

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

The New Pacific Charter Expanded Learning Opportunities Program ensures proper implementation of all program requirements through a structured system of oversight, alignment, monitoring, and continuous improvement that is integrated into daily operations and long-term planning.

Program implementation is guided by clear policies, procedures, and expectations established by the LEA and aligned with Education Code requirements, including ELO-P standards. Site and program leaders are responsible for ensuring that all expanded learning services are delivered in alignment with the approved program plan, including academic enrichment, social-emotional learning, student engagement, safety, inclusion, and enrichment opportunities.

To ensure fidelity of implementation, the LEA utilizes a combination of administrative oversight, staff supervision, and ongoing program monitoring. School and program leadership conduct regular site visits, observations, and walkthroughs to evaluate program quality, student engagement, safety practices, and alignment with program goals. Staff meetings and coaching sessions are used to provide feedback, reinforce expectations, and support continuous improvement in instructional and enrichment practices.

Data collection and Continuous Quality Improvement (CQI) processes are central to ensuring proper implementation. The LEA regularly reviews multiple data sources, including student attendance, participation rates, behavior and safety data, student and family feedback, staff observations, and social-emotional learning indicators such as collaboration, self-management, and school connectedness. This data is analyzed to identify trends, assess program effectiveness, and guide adjustments to programming and staff practices.

Professional development is also a key component of implementation. Staff receive ongoing training in student engagement strategies, behavior management, social-emotional learning, cultural responsiveness, inclusion of English Learners and students with disabilities, and implementation of enrichment activities. Training ensures staff are equipped with the skills and knowledge needed to deliver high-quality programming consistently across all settings.

The LEA ensures compliance with all staffing, safety, and supervision requirements, including maintaining appropriate staff-to-student ratios in accordance with Education Code Section 46120(b)(2)(D). Staffing structures are reviewed regularly to ensure adequate coverage during academic support, enrichment activities, transitions, meals,

and outdoor or physical activities.

Coordination across school systems, including Multi-Tiered System of Supports (MTSS), Community Schools initiatives, and special education services, further supports effective implementation by ensuring alignment between expanded learning and the instructional day. Staff collaboration ensures that student supports are consistent, integrated, and responsive to individual needs.

Finally, the LEA engages students, families, and community partners in ongoing feedback loops to ensure the program remains responsive and effective. Their input is used to refine program practices, improve engagement strategies, and strengthen the overall quality of services provided.

Through these combined systems of oversight, data-informed decision-making, staff development, and stakeholder engagement, the LEA ensures that the Expanded Learning Opportunities Program is implemented with fidelity, quality, and continuous improvement focused on positive outcomes for all students.

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 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.

N/A

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?

Programs serving Transitional Kindergarten (TK) and Kindergarten students in the New Pacific Charter Expanded Learning Opportunities Program are designed to maintain a pupil-to-staff ratio of no more than 10:1 in accordance with Education Code requirements. This ratio is prioritized through intentional staffing structures, careful scheduling, and ongoing monitoring of enrollment and attendance patterns.

To ensure compliance with the required ratio, the LEA develops staffing schedules based on projected and actual TK/K enrollment, with additional staffing allocated during peak attendance times such as arrival, enrichment blocks, snack/meals, outdoor play, and dismissal transitions. Staffing assignments are adjusted as needed throughout the year to respond to changes in enrollment or attendance to ensure the 10:1 ratio is consistently maintained. Site leaders monitor daily attendance and staffing coverage to ensure adequate supervision at all times, including during all instructional support, enrichment, and recreational activities.

The LEA recruits staff who demonstrate experience and interest in early childhood education and working with young learners. Recruitment efforts prioritize candidates with backgrounds in child development, early learning, or youth programs serving early elementary grades. The hiring process includes interviews focused on understanding child development, positive behavior support strategies, and the ability

to create safe, nurturing, and engaging environments for young children.

To prepare staff for working with TK and Kindergarten students, the program provides targeted professional development and onboarding. New hire orientation includes training in health and safety procedures, program expectations, supervision requirements, and developmentally appropriate practices. Staff receive ongoing training in early childhood development, positive behavior support, problem-solving strategies, child engagement techniques, and creating structured yet flexible learning environments.

Staff are also supported through mentoring relationships with experienced early education educators who guide them in best practices for working with children ages 4–6. This includes modeling strategies for classroom management, supporting emotional regulation, and designing engaging activities that align with developmental needs. TK/K staff also participate in regular collaboration meetings with school-day teachers to align goals, identify student strengths and needs, and coordinate learning experiences that reinforce and extend classroom instruction.

The TK/K expanded learning curriculum is intentionally developmentally appropriate and balances structured learning with play-based, hands-on experiences. Activities are designed to support early literacy, early numeracy, social-emotional development, motor skills, and language development through interactive, inquiry-based, and child-centered approaches. Staff use student interests and child-guided exploration to shape enrichment activities, ensuring learning is engaging, meaningful, and responsive to developmental needs.

Through intentional staffing, ongoing monitoring, targeted professional development, and developmentally informed programming, the LEA ensures that TK and Kindergarten students receive safe, supportive, and high-quality expanded learning experiences while maintaining required staffing ratios and promoting early learning success.

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?

The New Pacific Charter Expanded Learning Opportunities Program is committed to ensuring all students and families have equitable access to program information and enrollment opportunities through culturally and linguistically responsive communication practices. The LEA communicates program information using multiple methods to ensure families are informed, supported, and able to access services regardless of language or background.

Program information, enrollment forms, announcements, and updates are distributed to families through a variety of communication channels, including email, phone calls, text messaging platforms, school newsletters, the school website, parent meetings,

and printed materials sent home with students. Whenever possible, communication is provided in languages that reflect the needs of the school community to ensure families can fully understand program opportunities, requirements, and expectations. School staff are available to assist families with questions and support them through the enrollment process as needed.

The enrollment process is designed to be accessible and family-friendly. Enrollment forms are distributed electronically and in paper format at the school site to ensure all families have access. Families are informed of enrollment windows, eligibility requirements, and program availability through ongoing outreach efforts. Completed enrollment forms require a parent or guardian signature acknowledging participation, program expectations, emergency contact information, and applicable permissions.

Signed enrollment forms are securely collected and maintained by the LEA in accordance with student privacy and records retention requirements. Electronic records are stored securely within approved student information or document management systems, while physical copies are maintained in secure school office locations with limited access to authorized personnel only.

The LEA is committed to providing equitable access to the Expanded Learning Program for all eligible students, including students with disabilities, English Learners, foster youth, homeless youth, and students identified for additional academic or social-emotional support. Staff work collaboratively with families to address barriers to participation and ensure all students have meaningful access to program opportunities.

Transportation will not be provided as part of the Expanded Learning Opportunities Program. Families will be responsible for arranging transportation to and from the program.

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.

N/A

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.

The New Pacific Charter Expanded Learning Opportunities Program is committed to providing equitable access to expanded learning opportunities for all students and families. Program fees are structured to support the operation of before-school, after-school, and gap coverage programs while ensuring that students with the greatest need have access to services at no cost.

The LEA provides fee waivers for qualifying families to ensure equitable access to the program. Students who qualify for Free and Reduced-Price Meals and English Learner (ELL) students are eligible to participate in the program at no cost to families. Families may be asked to provide eligibility documentation or verification through existing school records as part of the fee waiver process.

The program utilizes a sliding scale approach by reducing or eliminating fees based on identified student eligibility and family need. The LEA works collaboratively with families to ensure financial barriers do not prevent students from participating in expanded learning opportunities. Families experiencing financial hardship may contact the school administration to discuss available supports and possible fee assistance options.

Information regarding program fees, fee waivers, and enrollment procedures is communicated to families during the enrollment process and through ongoing school communication channels to ensure families are informed and able to access available supports.

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.**

After-School Schedule

3:00–3:20 PM - Snack & Check-In

Students wash hands, sit together for a snack, and share a “rose & thorn” (something good and something tricky from their day).

3:20–3:50 PM -Free Play #1

Indoor or outdoor choice time — blocks, art corner, dramatic play, or playground. Staff can use this time to observe social interactions and note teachable moments for the lesson later.

3:50–4:15 PM -Lesson Time (Emotions/Kindness/Sharing)

Short circle or group talk.

Example topics by day:

- Monday: Identifying Emotions (using emotion cards or mirrors)
- Tuesday: Acts of Kindness (what it looks/sounds like)
- Wednesday: Sharing & Taking Turns
- Thursday: Friendship & Teamwork
- Friday: Gratitude or Compliments

4:15–4:45 PM -Craft or Activity

Related to the lesson theme.

Examples:

- Emotion faces collage
- “Kindness flowers” where each petal lists something kind they can do
- Friendship bracelets

4:45 PM–Pick-Up - Free Play/outdoor play (staff reset room) #2

Open centers, playground, or calm table activities (books, drawing, puzzles).

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.