

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

Prepared by: Maxwell Unified ELOP Director

Maxwell, CA 95955

530-438-2401



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

|                                                 |                                 |
|-------------------------------------------------|---------------------------------|
| Name of Local Educational Agency or Equivalent: | Maxwell Unified School District |
| Contact Name:                                   | Michelle Hoskins                |
| Contact Email:                                  | Mhoskins@maxwell.k12.ca.us      |
| Contact Phone:                                  | 530-438-2401                    |

**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. Maxwell Elementary
2. Maxwell Middle School
3. Maxwell High School

### Purpose

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

### Definitions

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

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

### Instructions

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

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

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

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

## 1—Safe and Supportive Environment

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

The ELOP program will be offered on the Maxwell Unified School District campuses, providing students with a familiar, secure, and structured environment. By operating on-site, the program ensures continuity of supervision, access to established safety procedures, and alignment with district protocols.

All staff involved in the program will be thoroughly trained in school safety practices, mandated reporting, and behavior management strategies that prioritize positive relationships, inclusivity, and student well-being. The program will maintain a low staff-to-student ratio to ensure individual attention and support.

Classroom spaces, outdoor areas, and multipurpose rooms will be used to create flexible, engaging environments where students feel safe to learn, explore, and interact with peers. Staff will foster a welcoming and respectful culture, encouraging student voice and belonging.

Should any off-site activities (e.g., field trips or enrichment opportunities) be included, they will be supervised by school staff and aligned with district transportation and safety policies. Parents will be informed in advance, and all locations will be vetted for safety and appropriateness for student participation.

Through intentional structure, consistent supervision, and a strong emphasis on emotional and physical safety, the ELOP program will provide a supportive environment where all students can thrive.

## 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.

Curriculum and instructional techniques will support and supplement standards taught during the instructional day. Students will also be exposed to extracurricular and enrichment activities during this extended learning opportunity program. The district has utilized ELOP funds to send our students to a science camp which was very successful. We will offer enrichment activities to all students. Teachers at both campuses will engage students using explicit direct instruction to enhance core subject matter mastery. This will include hunter safety courses, safety driving practices, cooking classes, and other opportunities that will engage students.

## 3—Skill Building

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

The Expanded Learning Opportunities Program (ELOP) will be intentionally designed to support the development of academic, social, and life skills in a hands-on, engaging environment. Through a variety of enrichment activities—including project-based learning, arts and crafts, STEM challenges, gardening, athletics, and leadership opportunities—students will build critical thinking, collaboration, communication, and creativity skills. Program staff will incorporate activities that reinforce core academic skills in math and literacy while also exposing students to new areas of interest such as robotics, cooking, cultural exploration, and financial literacy. Lessons will be age-appropriate, aligned with state standards where applicable, and structured to promote real-world application and problem-solving.

In addition, students will participate in group projects and individual goal-setting exercises to support personal responsibility, perseverance, and self-confidence. Programs will regularly assess student engagement and growth to ensure that activities remain relevant and challenging, allowing students to build on their strengths and explore new interests.

By offering a diverse range of learning experiences outside of the traditional school day, the ELOP program empowers students to develop transferable skills that contribute to lifelong success.

#### **4—Youth Voice and Leadership**

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

Students will be encouraged to become more confident in expressing their learning needs and goals for subject matter mastery in small groups. Teachers will facilitate more student participation in classroom discussions and learning activities to develop a stronger youth voice. Students will have an opportunity to share ideas and give input on program offerings.

#### **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.

Through regularly scheduled tutoring, academic rigor and healthy living will be the focus. Students will have opportunities to complete work before leaving school and learn the importance of prioritizing tasks. Nutritious snacks will be served during after-school offerings. In addition, the district will be looking at expanding our after-school enrichment offerings including sports, art and music which will work on team building and healthy friendships. ELOP funds will be used to get supplies for these programs to run safely.

#### **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.

English learners as well as students with disabilities will be encouraged to attend after-school tutoring. All program information will be translated and dispersed to the families of English Learners and bilingual staff will be available to communicate with parents about student progress. RSP paraprofessionals will also be included in program staffing to support learning needs of students with disabilities.

#### **7—Quality Staff**

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

The ELOP will be staffed by qualified, caring adults who are trained in child development, safety procedures, and inclusive practices. Staff will build positive relationships with students, serve as mentors, and provide consistent support throughout program activities. Regular professional development will ensure staff are equipped with the skills to lead engaging, age-appropriate lessons and create a safe, welcoming environment. By prioritizing strong staff-student connections, the program fosters trust, belonging, and meaningful engagement for all participants.

## **8—Clear Vision, Mission, and Purpose**

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

The program has a clear vision, mission, and purpose--to provide a healthy environment that enhances learning opportunities for students that will scaffold them to grade level standards mastery and provide opportunities for social and emotional learning while mitigating lost instructional time. Parents, students, teachers and principals combined with Maxwell Community School (MCS) build a culture of professional collective trust and shared responsibility.

## **9—Collaborative Partnerships**

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

The District collaborates with stakeholders that include parents groups and community partners to develop and implement the extended learning plan. The District has collaborated with our Parks and Recreation District as well as Maxwell Little League to offer services to students after the school day and on intersession. Along with Maxwell Community school (MCS) we will promote interaction among families, administration and teachers to help families be more involved in the decision about their children’s education.

## **10—Continuous Quality Improvement**

Describe the program’s Continuous Quality Improvement plan.

The ELOP will follow a Continuous Quality Improvement (CQI) process to ensure the program remains effective, engaging, and responsive to student needs. This includes regular collection of data through student and family surveys, staff input, attendance records, and observation of program activities. Program leaders will review this data quarterly to identify strengths and areas for growth. Feedback will be used to adjust programming, provide targeted staff training, and improve student outcomes. The CQI process will also include collaboration with school-day staff to ensure alignment with academic goals and support services. By using ongoing reflection and data-driven decision-making, the program will remain dynamic, student-centered, and aligned with the goals of the Expanded Learning Opportunities Program.

## **11—Program Management**

Describe the plan for program management.

The ELOP is managed by the Director of Expanded Learning, who oversees all aspects of the program, including staffing, scheduling, budgeting, and compliance. The Director works closely with site administrators, teachers, and support staff to ensure smooth coordination between the school day and after-school program. Staff are provided with clear expectations, ongoing training, and regular check-ins to maintain high-quality implementation. The Director monitors attendance, student engagement, and safety procedures to ensure the program remains effective, well-supervised, and aligned with district goals. Strong leadership, consistent communication, and structured oversight ensure that the program meets the needs of students and families while maintaining compliance with state and local requirements.

## General Questions

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

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

ELO-P funding is being used in coordination with our ASES grant to create a comprehensive expanded learning program that addresses learning loss and provides meaningful enrichment opportunities for students. Our current after-school program operates from 3:00–6:00 PM during the regular school year through ASES. With the support of ELO-P, we have expanded access to include 8th-grade students and have extended our offerings beyond the school year to include approximately 30 additional program days during intersessions and summer.

To further support working families, we have introduced an early drop-off option, providing supervised care before the regular school day begins. This has increased access and flexibility for families who need additional support.

ELO-P funds are also being used to implement a targeted after-school tutoring program for students needing additional instructional time to master grade-level standards and recover from learning loss. This program complements existing intervention efforts, which include additional teachers, paraprofessionals, and instructional materials. These services are funded through a combination of ELO-P, the Expanded Learning Opportunities Grant, and ESSER III federal funds.

To accommodate program growth, we have added portable classrooms to the middle school area of our campus. These facilities have been relocated, reconstructed, and fully furnished to support expanded learning activities in a dedicated space.

Additionally, we are expanding our after-school sports offerings, using ELO-P funds to purchase equipment, supplies, indoor seating, and transportation. Indoor sports and events are hosted in the multipurpose room, providing year-round opportunities for student engagement and physical activity.

Through these strategic investments, our district is building a robust and flexible expanded learning program that supports the academic, social, and practical needs of our students and families.

### 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?

To comply with EC Section 46120(b)(2)(D), our Expanded Learning Opportunities Program will maintain a 10:1 pupil-to-staff ratio for all Transitional Kindergarten (TK) and Kindergarten students. The program schedule for TK/K students

will be structured to align with their developmental needs, including a balance of structured activities, guided play, outdoor time, and rest or quiet periods as needed.

#### Staffing Plan and Recruitment:

The district will actively recruit individuals with experience in early childhood education, including paraprofessionals, after-school program leaders, and substitute teachers with a background in working with young children. Job postings will prioritize candidates who have ECE units, childcare experience, or relevant credentials. We will also collaborate with local teacher preparation programs and community colleges to attract candidates currently studying early childhood education.

#### Training and Preparation:

All staff working with TK/K students will receive targeted professional development focused on:

Child development and age-appropriate expectations

Positive behavior supports and trauma-informed care

Strategies for managing transitions, routines, and classroom structure for young learners

Health, safety, and supervision best practices specific to early learners

Ongoing coaching and support will be provided by the program director and site administrators to ensure staff are well-prepared and supported in their roles.

#### Maintaining the Ratio:

To maintain the required 10:1 ratio, group sizes will be carefully managed based on enrollment and staffing levels. Additional aides and part-time staff will be scheduled during peak hours to ensure compliance. Attendance will be monitored daily, and staffing adjusted as needed to maintain safe and effective supervision.

#### Developmentally Informed Programming:

The TK/K curriculum will be play-based and rooted in social-emotional development, early literacy, motor skill development, and hands-on exploration. Activities will be aligned with California's Preschool Learning Foundations and Kindergarten standards, with an emphasis on creativity, movement, and curiosity. Materials and spaces will be age-appropriate, safe, and engaging to support the whole child.

Through careful planning, training, and program design, we will ensure that our youngest students experience a nurturing, developmentally informed environment with high levels of support and engagement.

## 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.

#### Regular Day Schedule

8:20-2:55 Classroom instruction from certificated teacher

2:55-6:00 After school program tutoring and enrichment opportunity for all students

### 30 Day ELOP

8:00-12:30- Instruction from certificated teacher

12:30-5:00- Enrichment activities- paraeducator/After school program enrichment activities

Parents will have the option of choosing all day, partial (am/pm) or weekly camp option.

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

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

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

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

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

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

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

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

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

**EC Section 46120(c):**

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

**EC Section 8482.3(d):**

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

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

**EC Section 8482.6:**

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

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

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

**EC Section 8482.3(c)(1)(A–B):**

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

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

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