

# 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).**

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

## Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

**Local Educational Agency (LEA) Name:** The Language Academy of Sacramento

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**Contact Title:** Executive Director/Director of Business and Operations

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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. 2850 49<sup>th</sup> Street, Sacramento, CA 95817

2.

3.

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6.

7.

8.

**Governing Board Approval Date:** 06/25/26

**Review/Revision Date:** 06/25/26

**Review/Revision Date:** 04/27/23

## Purpose

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

## Definitions

### **“Expanded learning”:**

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

### **“Expanded Learning Opportunities”:**

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

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

### **Educational Element:**

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

### **Enrichment Element:**

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

### **Off-Site Locations:**

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

# Plan Instructions

## Development/Review of the Plan

### Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

### Quality Programs

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

### Completing the Program Plan

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

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

## Due Date, Approval, and Posting of the Plan

### Program Plan Due Dates

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

### Approving and Posting Program Plans

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

## Revisions/Changes

### Reviewing and Revising Program Plans

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

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

## 1—Safe and Supportive Environment

### Physical Safety

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

The Language Academy of Sacramento (LAS) has successfully operated after school enrichment programs for over 22 years. The LAS afterschool programs allow for a safe and secure environment for students who may otherwise have no alternative activities. LAS has a number of long standing multi-tiered safety measures in place to ensure that students participating in ELO Programs are safe on and off campus. Students are enrolled and tracked via our student information system to ensure they are always accounted for.

Staff participating in the ELO Programs must receive a live scan clearance in addition to participating in several staff development trainings, including but not limited to sexual harassment, emergency preparedness and violent critical incident response. In addition, all staff are required to wear clearly identifiable badges at all times.

Established emergency preparedness and safety policies are expected to be followed during the afterschool program. Staff and students will have an opportunity to practice drills during the ELO Programs. Staff will be equipped with emergency situation red envelopes which include procedures and student rosters. In addition to the regularly scheduled drills, we also account for safety during daily procedures such as student dismissal. Student dismissal is one single check out point. At this time, students will only be released to a legal parent or guardian or an adult over the age of 18 included on their emergency cards from the Expanded Learning Program Office.

At LAS, we understand that beyond physical safety, students must feel socially and emotionally safe as well. With this in mind, LAS uses a Multi-Tiered System of Support (MTSS) to encourage positive attitudes and a healthy learning community. MTSS is a systematic structure where data based problem solving and decision

making is practiced to address the academic, behavioral and/or socio-emotional needs of students. Within this process, the classroom teacher consults with on-site experts and implements research based interventions to address concerns. The classroom teacher will inform parents of interventions, collect data, and monitor student progress. If further support is necessary, the teacher may consult with the academic and behavior experts to gain new ideas and gather additional intervention strategies.

As a core component of our MTSS framework, the Expanded Learning Program seamlessly integrates the school-wide Positive Behavioral Interventions and Supports (PBIS) system. By perfectly aligning our after-school behavior expectations with the regular instructional day, we provide students with consistent guidance and positive reinforcement. To effectively implement this PBIS model, the program utilizes dedicated resources to purchase tangible incentives, specialized materials, and Manchas reward tickets. Investing in these physical items is essential for our staff to consistently recognize positive student choices, reinforce our shared community values, and celebrate student success throughout the expanded learning hours.

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In addition, LAS has a Student Success Team (SST). The general education function of the school-site team, typically consisting of the student's parents/guardians, teacher(s), school administrator, and other key participants, collaborates in developing a plan to support students in the area(s) of concern. Participants of the SST can also include counselors, doctors, social workers, law enforcement or others who can provide information about the student's strengths, concerns, and strategies that have been implemented in the past.

An SST referral or request may be made by a parent, teacher, administrator, or the Intervention Progress Team (IPT) when the student has not responded to previous interventions or when there are urgent concerns. The SST's purpose is to identify areas of concern that are interfering with the student's success in the areas of

academics, socio-emotional/behavior, attendance, or health. The SST reviews the concern(s), plans strategies, organizes resources, and develops a plan of action to address student needs.

The SST may recommend accommodations to the student's program or request intervention support from specialized staff. The team aims to develop a plan that meets the needs of the student in the general education setting. When more significant concerns exist and there is a suspected disability, the team will refer the student for a 504 accommodation plan or special education evaluation.

### **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.

At the Language Academy of Sacramento (LAS), we believe that emotional safety is the foundation of student success. Our Expanded Learning Program is dedicated to creating a nurturing and inclusive environment where every student feels valued, heard, and supported. To achieve this, we utilize Second Step, a research-based Social-Emotional Learning (SEL) framework designed to foster emotional well-being.

By implementing the specialized Second Step Out-of-School Time curriculum, our program intentionally aligns with the SEL instruction students receive during the regular school day. This continuity creates a seamless support system that helps students build strong relationships by practicing empathy, active listening, and conflict resolution with their peers and staff. Furthermore, the curriculum guides students in developing self-regulation, allowing them to learn actionable strategies to manage complex emotions, reduce stress, and navigate challenges constructively.

Ultimately, this approach cultivates a growth mindset, fostering resilience, confidence, and responsible decision-making in a safe, low-pressure setting. Through guided activities, collaborative projects, and consistent routines, our expanded learning environment actively prioritizes the social and emotional well-being of our students, equipping them with the essential life skills they need to thrive both inside and outside the classroom.

### **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.

Students participating in the ELO program will have access to an array of enrichment programs via several community partners including, but not limited to interventions.

#### **Academic Interventions**

Certificated personnel and intervention staff at the Language Academy of Sacramento conduct intervention programs for students throughout the calendar year. Through the

Intervention Program, trained interventionists support grades TK-8 to deliver targeted reading, writing and math support and help students advance in their academic skills.

### Enrichment Activities

In addition to the academic support, LAS will offer a broad range of enrichment and recreational activities. The proposed activities focus on English Language Development, Spanish Language Development, Math, and STEAM with the goal of providing equitable access to unduplicated students at LAS.

Activities may include, but are not limited to:

- Robotics and Coding
- Theater
- STEAM
- STEM Kitchen
- Folklorico Dance
- Basketball
- Soccer

### **3—Skill Building**

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

Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts, Spanish Language Arts and Mathematics. Tutoring is based on academic needs and in consultation with data based feedback from teachers, parents and students. The program provides small group and individual tutoring.

Enrichment services have been established based on student interests and overall academic success. Enrichment supports retention by engaging students in fun and interesting activities, while promoting thought-provoking discussion, and building cooperative skills that will contribute to future success.

The ELO program will support students in building skills such as math, literacy, technology, fine motor skills, critical thinking, project management, organizational skills, social-emotional management and positive community engagement. Throughout the activities, students will work in groups to learn the importance of teamwork, goal setting and completion to promote academic achievement and future success.

#### **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.

ELO Program cycles will be developed and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after school. In the second semester, enrichment offerings will be aligned to the feedback gathered by the students within each grade level span.

Additionally, LAS has established partnerships with community-based organizations who provide services in the areas of greatest interest to our students. Student input is critical to program design. LAS will engage our Student Council leadership to assist with gathering data for future enrichment class offerings. The group will discuss upcoming activities and/or events, strategies to gather peer feedback, and share ideas for program/school improvement related to school day and after school. Student feedback will also be gathered via surveys and classroom discussions, and will be used to determine enrichment program selection and after school activities.

#### **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.

LAS' goal is to serve every student, regardless of income, freshly prepared meals while at school. LAS provides a broad range of snacks and meals for students which promote a well-rounded meal including access to freshly sourced fruits and vegetables. Students will have access to meals through the school cafeteria. Snacks will be available via selected vendors or through the ELO Programs funds. Students will have access to snacks throughout the enrichment activities, especially sports, which will meet the USDA's Smart Snack Program guidelines. In addition to healthy meals and snacks, students will have opportunities to engage in daily physical activities that will be encouraged through the sports and physical activity focused courses, or during breaks.

#### **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.

At LAS, providing each student with learning experiences that reflect the cultural and linguistic diversity of our community is central to everything we do, including the activities planned within the ELO program. During the core day, we focus on developing two languages, English and Spanish, and this focus will be brought to the

after school programs via intervention in each language, as well as by inviting instructors that are able to teach an array of arts and recreational activities in more than one language.

Many of these instructors come from community organizations that are well established and trained in serving members of a very diverse Sacramento community. In collaboration with these instructors, we intend on ensuring that students are in learning environments complete with windows and mirrors, meaning they can see others and themselves within the learning experiences. As we establish relationships with community organizations, we will prioritize those that have experience working with low-income, immigrant, LGBTQIA+, linguistically and ethnically diverse students.

## **7—Quality Staff**

### **Staff Engagement**

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

The Expanded Learning Program Coordinator hired to oversee the ELO Program has 10+ years of experience working with and overseeing afterschool programs. He has a proven track record of running a successful, well-rounded afterschool program.

The Expanded Learning Program Coordinator, in collaboration with LAS Administration, will ensure that all staff members who directly supervise and teach pupils meet minimum requirements for their positions by confirming all credential requirements, including live scan clearance, prior to hiring or contracting with an organization.

The LAS School Leadership will work with our partners to ensure that the selection of organizations are based on defined qualifications, including teaching experience and subject matter expertise. Experience working with low-income, immigrant, LGBTQIA+, linguistically and ethnically diverse students will be prioritized.

**Behavioral & Classroom Management:** To ensure behavioral continuity between the regular instructional day and the expanded learning program, all staff receive comprehensive training on our school-wide Positive Behavioral Interventions and Supports (PBIS) framework. This professional development empowers our team to effectively utilize positive behavior intervention tools and clearly outlines the protocols for distributing PBIS incentives, such as Manchas tickets and other tangible rewards. By equipping our educators with these specific alignment strategies, they are fully prepared to proactively engage students, consistently recognize positive choices, and confidently manage their classrooms.

When selecting individuals to support with academic interventions, we will recruit academic tutors who have demonstrated expertise with intervention tutoring and/or have college experience/degree.

## 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)]).

At LAS, student safety, development, and well-being are our highest priorities. As such, staff are held to rigorous standards. Every single staff member used in our supervision ratios meets or exceeds the minimum requirements for an instructional aide.

Candidates are vetted carefully through a thorough screening and interview process, looking specifically for professionals who possess deeply nurturing values while also knowing how to inspire and push kids to excel and reach their full potential. In strict compliance with California Education Code 45125.1, all applicants must complete comprehensive reference checks and mandatory fingerprinting/background health and safety screenings before they are ever offered employment.

The following are the additional expectations set forth for instructional aide positions within the LAS ELOP program:

Education, Certifications, and Work Related Experience:

- Prior experience working with elementary/middle school age children desirable.
- Minimum of two years of college, 48 units of college credit, or completion of district competency test.

Possess the following successful leadership characteristics:

1. Have high, clear expectation and "expecting a lot";
2. Insisting on consistent implementation of policies, rules and procedures and modeling adherence to these;
3. Providing prompt; explicit feedback when standards and expectations are not met;
4. Being decisive and even courageous when necessary;
5. Insisting that teaching and learning make up the core purpose of the school and not letting anything get in the way of this purpose;
6. Modeling and setting a high standard for professional learning;
7. Challenging and moving people out of their comfort zones;
8. Adopting and insisting on continual evaluation, evidence, planning, and action;
9. Possessing a vision for the future of the organization, communicating this and adhering to it; and
10. Possessing and demonstrating moral authority, professionalism and commitment.

## 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)]).

At the Language Academy of Sacramento (LAS), our Expanded Learning Program (ASES/ELOP) is driven by a highly trained, competent, and deeply engaged staff. We believe that effective student enrichment begins with comprehensive, ongoing educator support. To ensure our professional development (PD) is targeted and impactful, we conduct a thorough needs assessment at the beginning of each year. By evaluating the educational backgrounds of our incoming staff, the specific demographic and academic needs of our student population, and the overarching goals of the program, we design a customized PD roadmap. This ensures that every staff member receives the exact training required to build their competencies and confidently engage our students.

- Collaborative Partnerships for Targeted Training To provide high-quality, specialized training, our program coordinator partners directly with instructional leaders across the school:

- Credentialed Teachers & Literacy Coach: We collaborate closely with regular school-day credentialed teachers and our Literacy Coach to bridge the gap between daytime academics and after-school enrichment. Staff receive specialized training on literacy strategies, active learning techniques, and how to align expanded learning activities with the school's core academic standards.

- Special Education Coordinator: Ensuring inclusivity is a primary focus. We partner with the Special Education Coordinator to train staff on creating accessible environments, implementing accommodations, and utilizing neurodivergent-affirming strategies so that students with IEPs or 504 plans receive consistent support across all hours of the day.

- Tools, Resources, and Competency Building We equip our staff with a robust toolkit of resources to ensure they can deliver high-quality enrichment and emotional support. Training covers:

- Social-Emotional Learning (SEL) Frameworks: Staff receive dedicated training on the Second Step Out-of-School Time curriculum, ensuring they have the tools to facilitate SEL activities, guide conflict resolution, and promote emotional safety.

- Behavioral & Classroom Management: Staff are provided with positive behavior intervention tools, proactive engagement strategies, and de-escalation techniques.

- Curriculum & Activity Guides: Educators are given access to hands-on, project-based learning materials and instructional guides that foster student agency and creativity.

- Continuous Support Throughout the School Year: Staff development at LAS is not limited to an initial orientation. We view professional growth as an ongoing process. Throughout the school year, we provide continuous support through monthly staff meetings, specialized workshops, and routine check-ins. By keeping communication open and continuously re-evaluating the needs of both the program and the

educators, we ensure our staff remains empowered, responsive, and fully equipped to enrich the lives of our students.

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

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

The LAS mission is to create a learning community where students:

- Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY)
- Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and,
- Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

The ELO Program activities are curated to support high quality interventions to assist student with academic growth and success; Expose students to a diverse and broad range of STEAM and visual and performing arts that may otherwise not be available to them; Athletic programs to help develop physical skills, self-confidence, and team building. The overall experience is intended to support the areas highlighted within the LAS mission: biliteracy, confidence, life skills, leadership and critical thinking.

## **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.

At the Language Academy of Sacramento (LAS), we recognize that our students and their families are the heart of our Expanded Learning Program. We believe that true enrichment is a collaborative effort, which is why we actively involve our community in both the creation of our program plan and our daily operations.

Gathering Input and Shaping the Program Plan: To ensure our program continuously reflects the needs, interests, and cultural values of our community, family voices are integral to our planning process. At the end of each school year, we ask families to complete a comprehensive survey. This data allows us to evaluate program effectiveness, understand student interests, and shape the curriculum and activities for the upcoming year. Furthermore, we do not wait for an annual survey to make improvements; we maintain an open-door policy and actively welcome family feedback throughout the school year. Program leadership carefully considers all suggestions, concerns, and ideas, implementing this ongoing feedback to adapt our services and better support our students in real-time.

Ongoing Communication and Connection: Family engagement is sustained through consistent, transparent communication. We prioritize keeping parents and guardians connected to their child's experiences by regularly sharing updates about upcoming events, group-specific activities, and classroom parties. This ensures families are always aware of the social and academic enrichment happening in their student's specific group.

To further empower our families, we utilize 6crickets, an online platform utilized for registration and attendance tracking. Through the 6crickets platform, families have a convenient, centralized hub where they can easily review our specific program offerings, manage their child's registration, and track attendance. This digital accessibility ensures that families are always informed and engaged, fostering a seamless and collaborative partnership between our staff and the LAS community.

### **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.

LAS seeks to establish partnerships with a broad range of educational providers, not for-profit organizations and neighborhood collectives. Through the ELO Program LAS is working with a number of well-established community partners that have a longstanding record in the community. We will work together to ensure we deliver a diverse range of services to help increase educational equity.

Partnerships include, but are not limited to:

1. 916 Ink – Literacy
2. Intellibricks – Programming and Robotics
3. Valkyrie Theatre Company – Visual and Performing Arts
4. Calidanza – Visual and Performing Arts\*
5. Street Soccer – Sports
6. LIFT Aftermath – Sports
7. LGM – Sports
8. Sierra Nevada Journeys – STEAM

### **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.

Through a series of internal assessments, LAS will ensure the quality of the ELO Program (academic and enrichment) through four lenses; 1) A= Academics, 2) Climate, and 3) Engagement. Stakeholder surveys, daily attendance and participation, and pre/post data will establish if program goals are achieved. At LAS, we understand that participants in expanded learning opportunities typically have increased attendance and improved academic achievement. The data collected before, throughout and after planned program activities will determine areas of program goal achievement and areas of growth.

#### Academics:

Research and Professional Development- LAS unique educational program design necessitates that staff knows the on-going research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Teacher collaboration planning time is intended to 11 carve the laser focus necessary to identify the students who continue to experience inequitable outcomes as a result of their unduplicated status and hence, immediately address learning loss and accelerate educational growth appropriately.

As such, we will monitor the academic progress of all students that participate within the ELO programs, using data to make program recommendations, as well as identify students that would benefit from academic interventions and enrichment activities.

#### Climate:

This category addresses suspension rate and stakeholder satisfaction feedback. LAS will be proactive in soliciting input from all its stakeholders and addressing the anticipated and/or emerging needs of the ELO program. Although LAS's actions in this category serve all students, the intent remains to be the prioritization of addressing the needs of our unduplicated students. Students participating in the ELO program activities will participate in periodic surveys to help evaluate the effectiveness and impact of these experiences.

#### Engagement:

LAS is fully aware that although schoolwide actions are designed to help all students, that at its core, the priority remains to be in addressing the needs of ELs, low-income students, and foster youth, since they are the most vulnerable group in the ELO Program setting. Hence, the LAS instructional team and the support structure to ensure student intervention success - Personnel: Classified and certificated staff, Education Specialists, Intervention teachers, Psychologist, Counselor, Translation services, are all hands-on deck in creating systems and means of communication

regarding attendance and participation in core and after school learning experiences. Throughout the ELO program, we will monitor student participation rates and their relationship to core day attendance.

## **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.

Program intervention and enrichment activities are curated and overseen by the Executive Director, Director of Business and Operations and the Director of Academic Accountability. They are responsible for all aspects of the ELO Program operation, strategic planning, program delivery, sustainability, personnel management, vendor management, contracts, resource development and fiscal compliance reporting.

The Expanded Learning Program (ELP) Coordinator and ELP supporting staff will oversee day-to-day operations and implementation to ensure a seamless program delivery, including but not limited to, supervision of staff and vendors, attendance tracking, materials/resources purchases, student discipline and facilities management.

In addition to the critical role of the Expanded Learning Program (ELP) Coordinator and ELP supporting staff, we will ensure active participation of core day teachers to support with academic intervention planning and service delivery. These Intervention Leads will help to recruit interventionists, provide them with professional development in the areas of need, articulate with other core day teachers, supervise tutoring sessions, as well as collect pre and post data to evaluate the effectiveness of such efforts.

In conclusion, successful implementation of the ELO program depends on coordinated synchronicity between core-day and after-core day personnel in their implementation of key school-wide initiatives. Based on data analysis of schooling after distance learning due to school closure, LAS students in overall, need learning support structures particularly in: 1) English/Spanish Language Development, 2) Writing, and 3) Mental Health and Overall Wellness. On that note, the ELO program implementation will include funding appropriation for professional development sessions designed to create, innovate, design, plan, implement, and evaluate strategies and infrastructures with coordinated effort between core-day and after-core day personnel.

### **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 Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?

The following is a breakdown of the LAS ELOP Budget:

Estimated Allocation: \$1,032,626

Estimated Expenses:

Salaries: \$900,890

Contracted Third Party Providers: \$255,000

Supplies: \$6,180

Remaining (Over) Under Allocation: \$29,444

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.

Additionally, to support the whole child and maintain consistency with the core instructional day, the budget allocates funds for our PBIS framework. These funds will be used to purchase student incentives, tangible rewards, and Manchas tickets, which are essential materials for reinforcing the school-wide Multi-Tiered System of Support (MTSS) during expanded learning hours.

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

The LAS ELO 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. The ELOP Program Coordinator is 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, LAS utilizes a combination of administrative oversight, staff supervision, and ongoing program monitoring. In order to achieve this, school leadership conducts routine observations and walkthroughs to evaluate program quality, student engagement, safety practices, and alignment with program goals. Staff meetings 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. School leadership regularly review multiple data sources, including student attendance, participation rates, behavior and safety data, student and family feedback, as well as staff observations, and social-emotional learning. This data is analyzed to identify trends, assess program effectiveness, and guide adjustments to programming and staff practices.

<sup>1</sup> (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)

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

<sup>3</sup> (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.

**Program Overview and Funding Alignment:** The Language Academy of Sacramento (LAS) leverages both After School Education and Safety (ASES) Grant and Expanded Learning Opportunities Program (ELOP) funding to deliver a comprehensive, high-quality expanded learning experience. In strict alignment with California Department of Education (CDE) Expanded Learning Standards, LAS manages and assesses all after-school initiatives as a single, cohesive program, regardless of the funding stream. School Administration provides comprehensive oversight and quality control, maintaining fluid student selection guidelines to maximize equity and ensure universal access for all students seeking academic intervention, tutoring, and enrichment.

**Jaguar Academy:** Daily programming and enrichment clubs operate until 6:00 PM, providing a safe, supportive, and engaging environment. To continuously enhance our daily offerings, we actively collaborate with specialized community partners and educational vendors to facilitate high-quality enrichment clubs. Offered twice a year during the Fall and Spring semesters in 8 week intervals, these clubs allow students to explore interests such as robotics, theater, sports, and dance. Operating through a universal access lens, we extend the opportunity for all regular school-day students to sign up and participate in these dynamic activities. Any sports or club activities held off-campus take place in full accordance with ASES early release and dismissal policies.

**Jaguar Camps:** 30-Day intersession and summer learning to provide continuous, year-round support to our community, LAS extends expanded learning services through our Jaguar Camps. Designed to fulfill the 30-day intersession requirements, these comprehensive camps operate during non-instructional periods, including Fall breaks, Winter breaks, assessment days, and summer vacation. By offering these camps, we ensure that students and families have uninterrupted access to academic enrichment and social-emotional support outside of the traditional school calendar.

### 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?

Within the LAS ELOP program, we are committed to meeting the unique needs of our Kindergarten and Transitional Kindergarten students. Each program will hire staff to maintain a pupil-to-staff ratio of no more than 10:1, ensuring individualized attention and support. Staff will be thoroughly trained to create a developmentally appropriate and nurturing environment, fostering social, emotional, and academic growth. The programs' approaches and curricular components will be specifically tailored to the age and needs of TK/K students, promoting a space where they feel safe and engaged in learning.

### **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?

#### **Communication Channels**

The Expanded Learning Program at the Language Academy of Sacramento ensures culturally and linguistically effective communication by distributing all program information, notices, and forms in both English and Spanish, reflecting the primary languages spoken by our school community. To further support our diverse families, additional language translation options are seamlessly offered through our online management platform, 6crickets.

#### **Enrollment Process, Distribution, and Signatures**

Families access the ELO-P through a streamlined enrollment process centralized on the 6crickets platform. This system handles the digital distribution of registration materials, facilitates communication, and captures required electronic signatures from parents and guardians. Recognizing that digital enrollment can present barriers for some, our ELP office support staff provides dedicated, in-person assistance to any families experiencing difficulties logging in or registering their students.

#### **Form Storage**

All digital registration forms and electronic signatures are securely stored online within the 6crickets platform. Any hard-copy documents are securely filed under lock and key in the ELP office.

#### **Transportation**

Transportation is not provided for the program, as our students reside within our local district areas.

## 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.

### Purpose and Learning Outcomes

The Expanded Learning Program intends to facilitate an ongoing series of educational and enrichment field trips throughout the academic year. These excursions are strictly educational—not for entertainment purposes—and are designed to provide equitable access to experiential learning for students who may not otherwise have these opportunities. The primary purpose is to expose students to new environments that foster Social-Emotional Learning (SEL), STEAM exploration, Arts appreciation, and Historical awareness. These trips are directly connected to our expanded learning enrichment components and are completely separate from the core instructional day.

### Specific Knowledge and Skills Developed

- **STEAM:** Students will develop critical thinking, scientific inquiry, and problem-solving skills by engaging with interactive exhibits, nature reserves, or campus labs.
- **Arts, Media, & Culture:** Students will enhance their creative expression, observation skills, and cultural competence through exposure to live theater performances, educational films, galleries, and community cultural centers.
- **Historical & Civic Learning:** Students will build civic awareness, historical empathy, and a deeper understanding of regional heritage by visiting landmarks, museums, and historical sites.
- **Higher Education & Career Awareness:** By visiting academic environments, students will build early college-going mindsets, explore diverse career pathways, and visualize their future potential.

- **Social-Emotional Learning (SEL):** Across all environments, students will practice active listening, collaborative teamwork, self-management, and social awareness as they navigate new public, cultural, and professional spaces.

#### Field Trip Locations and Educational Significance

To maximize exposure and opportunities, excursions will take place across a variety of settings within Sacramento and neighboring cities.

To remain highly adaptable to dynamic learning opportunities, locations will include, but are not limited to:

- **Higher Education Campuses:** Local and nearby universities and colleges (such as CSU Sacramento, UC Davis, or local community college campuses) for campus tours, youth programs, and educational department exhibits.
- **Performing Arts & Media Venues:** Local theaters, performing arts centers, and specialized cinema venues hosting live student-centered theater performances, cultural storytelling, or educational documentary films.
- **Science & Historical Landmarks:** Regional science centers, nature preserves, and state historic parks.
- **Emerging & Dynamic Learning Environments:** Open-ended, innovative, or newly discovered community resources, pop-up educational exhibits, and interactive learning installations that align with student interests and program goals but cannot be predicted in advance.

The educational significance of these sites lies in their ability to bridge classroom enrichment with real-world applications, broadening our students' horizons, sparking curiosity about higher education, and deepening their connection to the broader community.

#### Anticipated Dates, Duration, Participating Grades, and Transportation

- **Anticipated Dates:** To be determined; scheduled periodically throughout the academic year on an ongoing basis. All trips are exclusively coordinated and provided by the Expanded Learning Program.
- **Duration:** Typically ranging from 3 to 6 hours per excursion.
- **Grade Levels:** TK-8.
- **Transportation:** District-approved school buses or fully vetted chartered transportation.

#### Compliance and Supervision

All scheduled field trips will strictly adhere to local policies and procedures. The program will consistently maintain required staff-to-student ratios and ensure that all supervising staff meet the minimum district requirements for an instructional aide.

## 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.

Not Applicable

The following is applicable to the SAMPLE PROGRAM SCHEDULE section below:

### Regular Day Schedule

2:30pm: Check-In/Attendance  
2:45pm: Supper  
3:00pm: Recess/Social Time  
3:20pm: Jaguar Challenge  
3:50pm: Academic Time  
4:50pm: Movement Time  
5:00pm: Free Play  
6:00pm: Dismissal

### Minimum Day Schedule

12:30pm: Check-In/lunch/Attendance  
1:00pm: Recess/Social Time  
1:20pm: Enrichment  
2:20pm: Homework Time  
3:30pm: Supper  
3:45pm: Recess/Social Time  
4:05pm: Jaguar Challenge  
4:50pm: Brain Break  
5:00pm: Free Play  
6:00pm: Dismissal

## 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.**

## **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.