

# 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:** River Charter Schools

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**Contact Title:** Superintendent

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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. Delta Elementary Charter School
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Governing Board Approval Date:**

**Review/Revision Date:**

**Review/Revision Date:**

## Purpose

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

## Definitions

### **“Expanded learning”:**

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

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

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

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

### **Educational Element:**

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

### **Enrichment Element:**

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

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

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

# Plan Instructions

## Development/Review of the Plan

### Collaborating with Partners

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

### Quality Programs

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

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

### Completing the Program Plan

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

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

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

### Program Plan Due Dates

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

### Approving and Posting Program Plans

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

within 30 days of approval.

## **Revisions/Changes**

### **Reviewing and Revising Program Plans**

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

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

## **1—Safe and Supportive Environment**

### **Physical Safety**

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

The Expanded Learning Program (ELOP) is offered at Delta Elementary Charter School, grades TK-6<sup>th</sup>. This program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social emotional needs. The program will incorporate elements such as adequate space indoors and outdoors for program services. The learning center/ after school room is used to do the indoor activities (homework, tutoring, enrichment, art and crafts, etc.). The blacktop and field are used for outdoor activities such as sports and PE with our partners. The safety guidelines and rules that the school implements during the day apply for the after school program and ELOP days to ensure consistency. We have an open campus so our staff is aware of the physical boundaries and uses cones when needed to establish or reestablish proper boundaries for students. We have a central check out point that all parents are expected to come to for After School. During Intersession days, parents will drop their students off on the supervised blacktop and pick their students up either in the assigned classroom or at the assigned location for After School.

The staff is trained to teach and lead activities inside and outside the classroom and take into account the unique circumstances of being an open campus. Since our afterschool program is located on our campus, we consider the afterschool program an extension of our school day and structure it as such.

### **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 students are treated in a respectful and fair manner by modeling appropriate behaviors of mentors and teachers when leading activities with students. The staff also does daily SEL check ins and supports students in a positive way to build relationships. Our partner coaches work with students doing activities for personal growth and SEL lessons. Our Intersession days are fully staffed by our teachers, yard supervisors, and para-professionals. Students already have strong connections with these staff and we apply our approaches we use during school (emotional regulation, conflict resolution, and restorative practices) to support emotional well-being during these days.

## **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 Expanded Learning Program (ELOP) team will maintain consistent weekly communication with school administrators to coordinate lesson planning, feedback, student support, and behavior management. Program activities will be intentionally designed to promote positive youth development through holistic skill-building, social-emotional learning, collaboration, and leadership opportunities, building a strong sense of community and citizenship.

Core focus areas include English Language Arts, Math, Project-Based Learning (PBL), Visual and Performing Arts, Gardening, and a range of enrichment activities. These offerings aim to close opportunity gaps and keep students actively engaged after school and during intersession days.

### **After School and Intersession Learning**

During after-school hours, time is allocated for academic support or structured educational activities. While most teachers do not assign formal homework, students may engage in math fact fluency, creative writing, reading practice, or spelling support. Intersession days will emphasize hands-on literacy, science, agriculture, art, and enrichment activities aligned to grade-level standards.

Student input will be incorporated into the planning process to promote engagement and ownership of learning. Programs offered during the 2024–2025 school year included intersessions in October, November, January, February, May, and June.

### **Attendance Recovery (Beginning July 2025)**

Starting July 2025, ELOP will offer Attendance Recovery services, allowing students to recover up to ten days of excused absences. Activities will be standards-aligned and substantially equivalent to regular instructional programming, with grade-level span groupings (TK–2, 3–5, 6–8) to ensure age-appropriate instruction, and taught by certificated teachers. The activities will be engaging and promote the signature programs (PBL, art, music, garden). The program will follow CDE compliance requirements, including:

- Maintaining student-to-staff ratios of no more than 20:1
- Ensuring proper staff qualifications and clearances
- Using an approved attendance tracking system (daily sign-in/out sheets and electronic verification)
- Submitting attendance data for internal audits and CDE reporting

All Attendance Recovery sessions will be staffed appropriately, with training provided to ensure staff understand both academic expectations and student safety protocols.

### **Field Trips and Off-Site Learning**

To enrich student experiences, ELOP may include off-site field trips as part of its educational programming. These trips will align with program goals (e.g., museum visits, nature exploration, cultural enrichment) and follow all required permission and

supervision protocols.

Additionally, walking field trips to nearby locations such as the learning garden, Clarksburg Library, or other neighborhood places of interest may be included. Families will complete a walking field trip permission form as part of enrollment, allowing flexibility in community-based learning opportunities while maintaining safety and supervision standards.

The program will ensure all families are informed of ELOP offerings and that participation is equitable and inclusive. Recruitment and enrollment will prioritize transparency and open access for all interested students.

### **3—Skill Building**

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

The Expanded Learning Program at DECS offers a well-rounded educational experience that blends academic support, enrichment, and social-emotional learning to promote academic growth, student well-being, and community engagement. Key enrichment areas include visual and performing arts, music, gardening, and physical fitness, all aimed at supporting whole-child development.

While classroom teachers do not assign regular homework, the Expanded Learning team designs daily lessons and activities that reinforce grade-level standards in literacy and math to strengthen foundational skills. Targeted academic support is provided for students who need additional help mastering concepts introduced during the school day.

Enrichment activities are designed to be engaging, collaborative, and hands-on, encouraging skill development in critical thinking, communication, and teamwork—all essential for lifelong success. These experiences support student retention by making learning enjoyable and relevant. To further build a sense of belonging and positive school culture, we host schoolwide assemblies and presentations with outside organizations and performers.

Intersession days focus on academic reinforcement through engaging, project-based activities in literacy, science, gardening, art, and physical movement. Starting in July 2025, students participating in Attendance Recovery will engage in these same structured, standards-aligned activities, which meet the CDE's requirement for instructional equivalence.

Character education is woven into all aspects of programming. Each month, a schoolwide character trait such as kindness, responsibility, or compassion is



highlighted, and staff are encouraged to continue promoting and modeling these traits throughout After School and Intersession sessions.

#### **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.

The Expanded Learning Program at DECS serves students in TK–6th grade, organized by grade-level spans and supported by 1–2 adult facilitators per group. Youth voice is central to the design and continual improvement of the program. Students are regularly consulted through informal check-ins, surveys, and group discussions to help shape activities and ensure the program remains engaging and relevant to their academic and social-emotional needs.

As the program continues to grow, student feedback will be formally integrated into program planning, club design, and activity selection. Opportunities for student leadership are embedded throughout the year. For example:

- Older students serve as peer mentors, supporting younger students with academic activities and social guidance.
- Students take on roles of responsibility during After School and Intersession programs, such as assisting with snack distribution and helping with check-in and check-out procedures.
- Students participate in service-learning projects that promote leadership and community stewardship, such as campus beautification and collaborations with local non-profits.

In partnership with school staff, outside organizations, and community volunteers, students engage in interest-based clubs throughout the year. These clubs offer opportunities for students to:

- Co-lead or guide club activities
- Support peers in developing new skills
- Contribute ideas to improve shared spaces like the community garden

## 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 ELOP at DECS promotes healthy choices and behaviors through a comprehensive approach to wellness that integrates physical activity, nutritious meals and snacks, and social-emotional well-being into daily programming.

Our health and wellness initiatives are rooted in the principles of a Comprehensive School Physical Activity Program (CSPAP), where quality physical education serves as the foundation and opportunities for movement are embedded throughout the day—including during After School and Intersession programs. These physical activity experiences are designed to build school connectedness, foster a supportive and spirited climate, and promote both individual growth and teamwork.

### Physical Activity Opportunities

During expanded learning hours, students participate in a wide variety of structured and engaging physical activities that support:

1. Enjoyment and motivation to participate in movement-based experiences.
2. Development of foundational motor skills and coordination to foster confidence in physical ability.
3. Improvement of overall fitness through cardio, strength, and flexibility activities.
4. Collaboration and teamwork, teaching students how to work with peers toward shared goals in a respectful, inclusive environment.

Physical activities include team games, fitness circuits, dance, yoga, and outdoor free play, all designed to accommodate a range of interests and abilities.

### Nutritious Meals and Snacks

All After School and Intersession snacks are balanced and nutritious, incorporating fruits, vegetables, protein, dairy, and whole grains. Staff support students in understanding the connection between healthy eating and physical, emotional, and mental wellness, helping them build lifelong healthy habits.

### Mindfulness and Healthy Habits

Healthy routines are reinforced during daily programming, encouraging students to be mindful of how their choices impact their overall well-being. Discussions and activities

highlight the importance of movement, nutrition, and self-care.

#### Meal Compliance

All meals and snacks provided during ELOP programming comply with California Department of Education nutritional guidelines and are served in partnership with River Delta Unified School District's Food Services Department.

By embedding healthy practices into everyday routines, DECS ensures that students develop the tools and habits needed to make positive, health-conscious decisions both in and out of school.

## 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.

Delta Elementary Charter School's ELOP is designed to ensure that all students, regardless of background, language, or ability, have equitable access to meaningful, enriching experiences that support their academic, social, and personal growth.

We actively recruit and hire staff who reflect the diversity of our student population and who are committed to building an inclusive environment that honors the cultural, linguistic, and individual identities of every student. Inclusiveness and a strong sense of belonging are core values of our school culture and are intentionally integrated into both daily instruction and program design.

The ELOP fosters an environment where diversity, equity, and inclusion are embedded in the learning experience. Students engage in activities that:

- Explore diverse cultures, languages, and perspectives
- Build empathy and cross-cultural understanding
- Promote collaboration across differences

Staff receive ongoing professional development in cultural competency, equity, and inclusive practices to ensure they are equipped to meet the varied needs of our student body. This includes training on creating safe and welcoming spaces for all students, with respect to race, religion, language, income, national origin, physical ability, sexual orientation, gender identity, and gender expression.

As our student population grows in diversity, including an increasing number of at-risk youth and English learners, we remain committed to expanding inclusive practices

across all ELOP offerings, including After School, Intersession, and Attendance Recovery.

Importantly, our After School and Intersession programs are completely free to all participating students, removing financial barriers and ensuring access for all families. Additionally, transportation services are available on a sliding scale based on family income, supporting equitable access to program opportunities regardless of socioeconomic status.

ELOP is fully accessible to students with disabilities. Staff are trained on all relevant aspects of students' IEPs and 504 Plans, including:

- Implementation of accommodations and modifications
- Understanding and following behavior intervention plans
- Ensuring access to academic and enrichment activities

Services and staffing are individualized and driven by each student's IEP or 504 Plan, in collaboration with families and support teams. Every effort is made to ensure that students with disabilities can participate fully, safely, and successfully in all program components.

Through intentional design, inclusive staffing, responsive supports, and student voice, DECS's ELOP ensures every child feels seen, valued, and supported and has the opportunity to thrive in a diverse, equitable, and enriching learning environment.

## **7—Quality Staff Staff Engagement**

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

Delta Elementary Charter School ensures that all staff who directly supervise or instruct students in ELOP meet the required qualifications for their roles, including the verification of all necessary credentials prior to onboarding.

Our after-school team reflects the rich diversity of our school community and brings a wide range of professional expertise and life experience to their work with students. Each staff member shares a strong commitment to supporting youth from diverse backgrounds and helping them build skills that will benefit them both now and in the future.

The team represents a multiracial, multi-generational group of educators and specialists, with backgrounds in areas such as:

- Mindfulness and wellness
- Athletic coaching and physical fitness training
- Media and digital arts
- Early childhood education
- Elementary and middle school instruction
- Visual arts and crafts
- Gardening and sustainability education
- Music and performing arts

Most importantly, students have the opportunity to interact with all staff members through engaging academic support, fitness activities, and enrichment offerings such as art, gardening, music, and collaborative projects. This diverse exposure allows students to learn from a wide variety of role models and build meaningful relationships across different experiences and perspectives.

### **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)]).

### **EDUCATION AND EXPERIENCE**

A combination of education and experience that demonstrates the knowledge and

ability to work effectively with students is required. Typical qualifications include:

- **Education/Training:** Candidates are preferred to meet the Paraeducator requirements under the No Child Left Behind Act, which include one of the following:
  - Completion of two years of study (48 semester units) at an institution of higher education
  - Possession of an associate's degree or higher
  - Successful completion of a qualifying paraprofessional assessment
- **Experience:** Prior experience working with school-age children in an educational setting is preferred.
- **Certification:** CPR certification is required.

### **Pre-Employment Requirements**

All instructional aides must complete the following prior to their start date:

- **Background Clearance:** Criminal background check through California State Licensing and a clear TB test.
- **Training:** CPR and First Aid certification

### **Staffing and Ratios**

DECS maintains appropriate staffing levels to meet required ratios. Substitute staff are available.

### **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)]).

Delta Elementary Charter School is committed to providing high-quality training and ongoing professional development for all Expanded Learning Opportunities Program (ELO-P) staff to ensure they have the skills, knowledge, and support necessary to effectively engage and enrich students.

At the beginning of each school year, all ELOP staff participate in a comprehensive orientation that introduces the program's vision, goals, and expectations. This foundational training includes:

- Building positive relationships with students and families
- Strategies for academic support, including facilitating literacy and math enrichment
- Effective communication and collaboration with peers and school staff
- Introduction to Positive Behavioral Interventions and Supports (PBIS) and the school's approach to behavior management

Training days may occur during the school year or on non-instructional days and are used to deepen staff competencies in areas such as:

- Classroom and group management
- Social-emotional learning and trauma-informed practices
- Cultural competency and equity
- Engaging instructional strategies
- Health and safety protocols
- Supporting students with disabilities and implementing IEP/504 accommodations

Ongoing support continues throughout the year. The ELOP Coordinator conducts biweekly or monthly staff check-ins to review goals, address concerns, and provide individualized coaching. Additionally, the coordinator is regularly present on-site to observe, model best practices, and offer real-time support in the areas of student engagement, behavior management, communication, and enrichment facilitation.

Staff are also provided with access to relevant resources and professional development opportunities, such as online modules and collaborative planning sessions.

This structured and responsive approach ensures that all ELOP staff are well-equipped to create safe, inclusive, and enriching environments where all students

can thrive.

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

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

The vision of the Expanded Learning Opportunities Program at Delta Elementary Charter School is to provide a high-quality, safe, and supportive environment that meets students' social-emotional and academic needs, while also offering engaging and enriching experiences in collaboration with community partners.

Our program is designed to extend learning beyond the traditional school day by offering:

- Academic support that helps diverse learners meet and exceed grade-level standards
- Enrichment in the visual and performing arts, ensuring all students have access to meaningful artistic expression
- Athletic programming that builds physical literacy, teamwork, and confidence across a variety of sports
- STEM opportunities that develop critical thinking, creativity, and foundational 21st-century skills, empowering students to become future innovators and problem-solvers

A central element of our vision is to foster a culture where student leadership and student voice are celebrated, ensuring students feel heard, valued, and connected to their school community.

In alignment with this vision, our Attendance Recovery program will work in tandem with ELOP to provide students with additional opportunities to access instruction and stay on track academically following absences. Together, these efforts ensure that every student has the tools and support they need to grow, thrive, and reach their full potential.

## **9—Collaborative Partnerships**

### **Students and Families**

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



Delta Elementary Charter School will continue to collaborate with a variety of educational and community partners to bring enriching experiences, specialized knowledge, and additional resources to our students.

This past year, with the onboarding of new ELOP coordinators, our primary focus was on establishing a strong and sustainable program foundation. Looking ahead, we are excited to deepen our engagement with both students and families as key stakeholders in shaping the future of our program.

For the upcoming year, we plan to:

- Incorporate opportunities for student feedback into the ELOP experience, asking students what activities and areas they would like to explore or expand upon.
- Enhance family engagement by offering more structured ways for families to share input, including adding optional feedback sections to the registration process.
- Establish a formal family input process, such as focus groups or family forums, to gather meaningful insight that will guide continuous program improvement.

In addition, families already have opportunities to provide feedback through biannual schoolwide surveys and by participating in Parent Advisory Committee (PAC) meetings, where all programs, including ELOP and Attendance Recovery, are reviewed and discussed.

By intentionally creating more inclusive feedback loops, we aim to ensure that our ELOP reflects the voices, needs, and aspirations of the students and families we serve.

### **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.

This past year, Delta Elementary Charter School partnered with an outside organization to help develop and strengthen our After School Program. Throughout the year, we worked collaboratively to refine program delivery, including scheduling, supervision, and student engagement strategies. A key highlight was the support

provided by coaches to help students prepare for our annual Mexican Dinner Dance, a celebration of culture and community.

We also coordinated with various After School clubs and the learning garden, led by the UC Master Gardeners, to ensure students experienced smooth transitions and enriching, hands-on activities. The garden has become a valuable space where students explore science, agriculture, and environmental literacy in a meaningful and age-appropriate way.

Looking ahead to Summer 2025, we are excited to partner with the Clarksburg Library to enhance our Summer Intersession programming. This collaboration will provide literacy-based enrichment activities, promote a love of reading, and support student engagement through interactive storytelling and themed events.

While we are not planning to include outside vendors during the regular After School or Intersession sessions, we will incorporate guest presenters and assemblies during the Summer Intersession that align with our academic and enrichment goals.

## **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.

Delta Elementary Charter School uses a variety of data sources to inform CQI in our Expanded Learning Opportunities Program. These measures include school attendance rates, student achievement data, behavioral observations, and social-emotional skill development indicators. Data is collected and reviewed collaboratively by teachers, ELOP staff, administrators, and, when appropriate, students and families.

Our program is intentionally aligned with the goals of the regular school day, with a focus on supporting the whole child, including the development of key competencies such as:

- Social skills and collaboration
- Self-control and emotional regulation
- Perseverance and academic mindset

- Conflict resolution
- School connectedness and belonging

To support CQI, the administrative team meets regularly, both formally and informally, to review program implementation, staffing effectiveness, student engagement, and areas of improvement. Weekly check-ins allow the team to reflect on the quality and impact of After School and Intersession activities, discuss student needs, and ensure alignment with instructional and behavioral expectations.

In the upcoming year, we plan to expand our data collection efforts by:

- Gathering student input through surveys, reflection tools, and group discussions to understand interests, emotional well-being, and perceived relevance of programming.
- Eliciting family feedback through targeted questions on existing surveys and Parent Advisory Committee meetings to inform program design and resource allocation.
- Monitoring specific social-emotional competencies by working with staff to implement simple observation checklists and reflection tools to track trends over time.

These efforts ensure that our ELOP remains responsive, inclusive, and impactful, supporting student growth both academically and emotionally, while fostering a safe and engaging extended learning environment.

## **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.

Beginning in the 2024–2025 school year, the ELOP and After School Program (ASP) at Delta Elementary Charter School will be overseen by the Principal, with day-to-day operations managed by a dedicated ELOP/ASP Coordinator.

The Principal will provide overall leadership and ensure alignment with schoolwide goals, while the Coordinator will be responsible for:

- Supervising ASP and ELOP staff
- Managing daily program logistics
- Monitoring student engagement and behavior
- Coordinating enrichment activities
- Supporting staff with training, materials, and student needs

The Principal and Coordinator will meet regularly to discuss program progress, identify areas of growth, and ensure continuous improvement aligned with academic and social-emotional goals.

Attendance and registration procedures are clearly defined to support compliance and access:

- Daily attendance is taken and tracked for both After School and Intersession programs
- After School registration is ongoing throughout the year, with student rosters updated regularly
- Intersession registration is collected via Google Forms; rosters are created and attendance is submitted daily to the back office

Starting July 2025, Attendance Recovery will be tracked separately using Aeries, our student information system. This will ensure accurate reporting and compliance. If needed, hourly or daily minute requirements will also be tracked to support Average Daily Attendance (ADA) documentation.

## **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 2024-2025 budget for ELOP was \$175,000. All ELOP salaries, outside vendors used during After School and Intersession, as well as, supplies used during ELOP are

paid out of those funds.

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

Delta Elementary Charter School follows CSAM and associated regulations in tracking all related activities specific to each school site and has specific accounting procedures to track the revenues and expenses through Edstruments according to the applicable requirements. Regular meetings with our Fiscal Compliance Analyst and Charter Impact ensure that we are staying within our budget and spending money appropriately.

<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.

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?

Delta Elementary Charter School currently offers three opportunities for Transitional Kindergarten (TK) students to participate in ELOP activities:

1. TK-specific ELOP sessions
2. General After School Program
3. Intersession days

Across all ELOP programming, we maintain a 10:1 student-to-staff ratio, supported by a combination of paraprofessionals, after-school staff, and external enrichment coaches.

Our TK-specific ELOP is designed around developmentally appropriate best practices tailored to the unique needs of our youngest learners. This program is enhanced by weekly instruction from our music, art, and physical education teachers, who bring specialized expertise to the TK group.

The paraprofessionals who lead our TK ELOP also serve TK students during the school day, giving them a deep understanding of both the general developmental needs of this age group and the individual needs of the TK students at our site. Their continuous presence creates strong, trusting relationships and ensures consistency of care and instruction.

In our general After School Program, TK and kindergarten students spend part of the time integrated with students in grades TK–6 to build cross-age community and social connection. However, we also provide dedicated time where TK/K students are grouped separately and supported by staff specifically trained and experienced in early childhood development. Our after-school staff receive supplemental training and guidance on working with TK and kindergarten students to ensure they are prepared to meet their developmental needs.

Our Intersession programming is staffed by a combination of credentialed teachers and classified staff who work with TK/K students during the regular school day or who are deeply embedded in our community and trained in early childhood best practices. For staff who do not regularly work with TK/K students, administrators provide targeted professional development and collaboration opportunities to share effective strategies and ensure all staff are equipped to support our youngest learners.

## 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?

As previously mentioned, our After School Program (ASP) remains open for registration throughout the school year. Families can access registration forms online via our school website, or obtain hard copies in the front office. The office manager manages all registrations using Google Forms and updates the After School roster weekly to reflect new student enrollments.

Families have multiple access points for communication regarding ASP and ELO-P offerings, including the school website, front office staff, classroom teachers, and the ASP Coordinator.

For Intersession programming, families receive detailed information about each session in advance, with online enrollment forms available and tracked through Google Forms. For families who do not have reliable internet access, in-person registration support is offered through the front office and the ELO-P Coordinator to ensure equitable access.

Transportation is provided by the school bus for all ELOP sessions, whether it's a single-day event or a multi-week summer program.

To support our linguistically diverse families, we offer translation services during registration:

- The majority of our multilingual families speak Spanish, and we have 4–5 Spanish-speaking staff available to assist with registration and communication.
- For families who speak a language other than English or Spanish, we utilize phone interpretation services to ensure they can complete the process successfully.

All registration data is stored securely in Google Drive, and updated rosters for both After School and Intersession programs are shared regularly with our back office team for accurate tracking and compliance.

## 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.

While no field trips are currently scheduled, Delta Elementary Charter School plans to incorporate both on-site and off-site field trips as part of our ELOP intersessions in the upcoming school year. These experiences will serve to enrich academic learning, build real-world connections, and support the development of critical social-emotional and collaborative skills.

Field trips will be designed with clear learning outcomes and aligned to grade-level standards. Students will have opportunities to:

- Explore literacy, science, art, and history through engaging, hands-on experiences
- Build skills such as communication, observation, critical thinking, and teamwork
- Develop a deeper sense of place, community connection, and curiosity

A potential future field trip includes a visit to the Clarksburg Library, where TK–6th grade students would participate in a storytime session, explore library services, and engage in literacy-based enrichment activities. Other on-site experiences may include interactive assemblies, guest speakers, or mobile exhibits that tie into ELOP content themes.

All off-site field trips will follow district transportation and supervision guidelines, with students transported by school bus, and parent permission obtained in advance.

## **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.

N/A (no fees collected)
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### 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.**

Regular School Day/ After School (10 hours):
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7:45-8:30 Student Drop off/ breakfast 8:30 Instruction begins 3:15 Instruction ends 3:15-6 After School Program
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Intersession Day (9 hours)
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8:30-9 Student Drop off/ breakfast 9-3:15 ELOP Instructional/ Enrichment Day 3:15-5:30 After School Program
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## Additional Legal Requirements

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

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

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

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

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

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

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

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

**Prioritizing School Sites**  
**EC Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year

percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

#### **Grades Served**

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

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

#### **Partners**

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

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

#### **Audit**

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

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

#### **Snacks and Meals**

##### **EC Section 8482.3(d)(1-2):**

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

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

#### **Program Capacity, Family Fees, Sliding Scale**

##### **EC Section 46120(b)(5):**

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

#### **Staff Minimum Qualifications, Ratio**

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

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

the program site supervisors shall be subject to the approval of the school site principal.

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

### **Program Components**

#### **EC Section 8482.3(c)(1)(A–B):**

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

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

### **Third Party Notifications**

#### **EC Section 8483.4(b-d):**

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

(9) The arrest of an employee of the third party.

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