

**Expanded Learning Opportunities  
Program Plan Guide**

**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 logos and the name of their program.**

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

Local Educational Agency (LEA) Name: Ararat Charter  
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Contact Phone: 818 994-2904

**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. Campus 1 - 6555 Sylmar Avenue, Van Nuys, CA 91401
2. Campus 2 - 13400 Erwin Street, Van Nuys, CA 91401
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Purpose

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

### Definitions

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

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

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

## Instructions

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

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

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

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

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## 1—Safe and Supportive Environment

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

Ararat Charter is committed to providing students with a safe and healthy learning environment. Ararat's Program for Extended Learning (ApEX) will emphasize student engagement and allow for greater connection to caring adults at school both on weekdays and on Saturdays. A safe and supportive environment entails both emotional and physical safety.

The program will employ trusted adults that understand the students and the culture of the school. Structure and predictability are the cornerstones of a supportive environment. The daily schedule that provides enrichment, nutrition, social and emotional learning (SEL), and team sports will provide the structure needed to support students emotionally. School environments that are safe and supportive are successful at connecting students to a network of caring adults, including parents, other primary caregivers, and teachers. Through SEL lessons the ApEX program will also cultivate self-esteem and self-efficacy.

## 2—Active and Engaged Learning

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

The ApEX program will provide instructional block time with homework and intervention supports, enrichment activities will enhance the school's offerings with art, creative writing, project-based learning, readers theatre, etc. A block of time will also be reserved for social and emotional learning and mindfulness and team sports will build students' skills in physical activities that improve their socialization, coordination and collaboration skills.

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## 3—Skill Building

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

The ApEX program will be multifaceted and allow students to increase in their skills, knowledge, and abilities in various subject areas and avenues.

Homework, Tutoring, and Intervention: will allow students to better understand grade-level standards and prepare them for the next grade level.

Enrichment: will allow students to explore their creative side with STEAM, project-based learning, creative writing, reader's theatre, crafts, etc. ApEX has partnered with Parker-Anderson Enrichment to provide a plethora of engaging classes for students to choose from.

Social and Emotional Learning: will immerse students in conversations, community circles, and collaboration with their peers to build their compassion, empathy, and resiliency.

## 4—Youth Voice and Leadership

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

Grade levels will be divided into smaller groups with an Enrichment Coach and Academic Instructor who will provide specific supports. Students will rotate among different activities and will partake in leadership activities such as community circles, presentations, and projects.

Student, staff, and parent surveys will guide and mold the ApEX programming which will meaningfully relate to real world situations.

Project-based learning activities and presentations will build students' communication skills as they partake in oral and written presentations.

Student voice will be encouraged in selecting meaningful activities and classes.

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## 5—Healthy Choices and Behaviors

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

Structured physical activities allow students to learn and grow through play. Structured play allows students to engage in fun activities, discover themselves - their potential, and build critical social skills.

The ApEX coaches will lead team activities and sports and allow students to develop gross motor skills, hand-eye coordination, sportsmanship, and physical fitness. Helping students love being active and maintaining a healthy lifestyle are goals of this program.

The health and safety of students begins with transitioning smoothly from the regular school day to the after-school program. Student attendance in ApEX is tracked and monitored throughout the session. ApEX program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets and are reviewed with students in the ApEX classes.

## 6—Diversity, Access, and Equity

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

ApEX classes will be available to all students. ApEX will have classes that focus on JEDI - Justice, Equity, Diversity, and Inclusion through literature, projects, videos, and presentations.

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## 7—Quality Staff

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

ApEX staff members are recruited primarily from the existing pool of staff members who are interested in this after-school/Saturday opportunity. The internal staff are highly qualified to act as Enrichment Coaches and Academic Instructors. These in-class individuals are supported by Academic and Operations leads.

Additionally, Parker-Anderson Enrichment is contracted to support with quality enrichment programming.

## 8—Clear Vision, Mission, and Purpose

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

### Vision

To provide quality after-school programming to enhance students' skills, knowledge, and abilities that will further develop the whole child.

### Mission

To offer creative programming that will increase or enhance students skills, knowledge, and abilities.

### Purpose

To broaden students' scope and understanding of the world around them.

The needs of the community, students, parents, and school were identified through various sources -- surveys, parent advisory committees, and informal meetings with

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## 9—Collaborative Partnerships

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

This is the LEA's first after-school program.

Ararat Charter is collaborating with Parker-Anderson Enrichment to provide creative enrichment classes for the ApEX program.

Future partnerships are in consideration with external entities such as California State University @ Northridge, local high schools, Think Together, etc.. The goal is to start small and expand the offerings as needed.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning will be used to assess program quality, and used to revise and refine the areas of improvement. Data will be collected in a variety of ways and information will be collected from all stakeholders - parents, students, and staff. The results will be used to assess the quality of the program and make the necessary changes.

The Academic and Operations Leads will communicate frequently with the Academic Instructors and Enrichment Coaches to ensure effective offerings. The team plans to work with the Principal to ensure that activities coordinate and complement the regular school day program. The ApEX Administrator and Leadership Team will provide staff development, as needed, to ensure that the individuals on the ground are equipped to provide quality programming. Lastly, the program partners will meet at least twice a year to discuss all areas of the program design and implementation, review the finances, and conduct ongoing evaluation to ensure program improvement.



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## 11—Program Management

Describe the plan for program management.

The ApEX Committee has developed an Organizational Chart and position-specific job descriptions that outline the team's responsibilities. Program management will mirror the management style of Ararat Charter School.

The ApEX Administrator, in collaboration with the Academic Lead, Operations Lead, and Site Coordinators, will be responsible for overall program oversight. The ApEX Administrator will guide the program improvement process, submit necessary data reports to the Principal and the Governing Board, facilitate bi-weekly meetings with all site coordinators, develop a professional development plan, pursue community partnerships, and provide program information to the community.

The Site coordinators will guide the daily operations of the program at each school site. This includes recording attendance, sharing program information with parents, ordering materials, meeting once per week with the Operations and Instructional Leads, and leading weekly staff meetings.

## General Questions

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

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

The ApEX program is Ararat Charter's first after school program. The LEA, for the first time, will provide an after-school program to its community.

Field Trips will be part of the ApEX program. Visits to aquariums, zoos, county/state/national parks etc. will provide expanded learning opportunities for all students enrolled in the after-school and Saturday sessions. All expenses including transportation, fees, meals will be provided at no cost to the students.

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## Transitional Kindergarten and Kindergarten

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

The LEA will maintain a 10 to 1 pupil to staff ratio for transitional and kindergarten students. Since we are using our internal staff, they are already trained to support young students. Additional training will be provided throughout the year to ensure that developmentally appropriate activities are planned and executed.

The transitional and kindergarten classes will be self-contained cohorts which will allow for all programming to be directly appropriate for their needs.

## Sample Program Schedule

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

### Weekly Schedule

#### Monday

1:30-2:30 - PAE

2:30-3:00 - Session A

3:00-3:30 - Nutrition

3:30-4:00 - Session B

4:00-4:30 - Session C

4:30-5:00 - SEL

4:50-5:00 - Clean up

5:00 - Dismissal

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

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

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **EC Section 8482.6:**

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

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

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

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

### **EC Section 8482.3(c)(1)(A–B):**

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

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

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