

**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:  
Expanded Learning Division

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



**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.**

# Expanded Learning Opportunities Program Plan Guide

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

**Local Educational Agency (LEA) Name:** Leonardo da Vinci Health Sciences  
Charter School

**Contact Name:** Courtney Cox

**Contact Email:** courtney.cox@davincicharter.org

**Contact Phone:** 619-420-0066



**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. Leonardo da Vinci Health Sciences Charter School

### Purpose

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

### Definitions

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

Created September 30, 2021

## Expanded Learning Opportunities Program Plan Guide

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

Created September 30, 2021

## Expanded Learning Opportunities Program Plan Guide

### 1—Safe and Supportive Environment

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

LdVCS is partnering with the [ARC Experience](#) to bring more enrichment opportunities for all of our students for 30 non-instructional days during school breaks and for after school care during the school year. The ARC Experience at LdV is for all currently enrolled students for **grades TK-6<sup>th</sup>**. The summer program will also be open to students in the surrounding community. Students must be enrolled in order to attend the after school program.

The ARC Experience summer program will operate from **8:00 am to 5:00 pm for at least 30 non-instructional days** (Monday - Friday). Breakfast, lunch, and a snack will be provided for any student who needs it. Use of LdVCS facilities will be overseen by the ARC Experience staff. The ratio will be 15:1 with an on-site supervisor overseeing the program.

The ARC Experience at LdVCS after school program will operate **until 6:00 pm on regular days** (Monday, Tuesday, Thursday, Friday), and until **4:30pm on Minimum days** (Wednesdays or any school minimum day) when school is in session.

### 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 purpose of both programs is to help provide a space where families can know their student will be taken care of academically, physically, and mentally. The program includes academic tutoring, homework help, English Learner support “Language in Action”, nutrition, arts, and enrichment with a 15:1 coach to student ratio and includes an on-site supervisor overseeing the program.. The ARC Experience at LdVCS will include field trip adventures that relate to the learning.

The ARC Experience staff are trained in behavior management, CPR, and community engagement. Students work on projects throughout the year that are related to their classroom learning and will have culmination events to show parents and the community. Students, parents, teachers, and educational partners have the opportunity to provide insight into expectations for the program and will be surveyed periodically for feedback on how to improve the program.

Created September 30, 2021

## **Expanded Learning Opportunities Program Plan Guide**

### **3—Skill Building**

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

The ARC Experience at LdVCS will bring in specialized instructors throughout the year both on instructional and non-instructional days. They will provide opportunities for students to experience skill building in the areas of their choice. These specialized instructors will be brought in monthly. Students will be surveyed periodically to identify their strengths and interests.

Throughout the program, the ARC Experience will provide challenges and enrichment opportunities for students to develop critical thinking, communication, collaboration, and creativity skills. This will take place in the form of themed months and activities where students participate in STEAM and Health focused activities.

### **4—Youth Voice and Leadership**

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

The ARC Experience will not only provide challenges and enrichment opportunities for students to develop critical thinking, communication, collaboration, and creativity skills, it will also help students develop Social-Emotional learning skills. The ARC Experience will implement an idea from LdVCS's Charter to form afterschool and summer program families where older students help younger students. This includes weekly check-ins with the same coach. The older students will learn to take responsibility for helping out the younger students. These students will also help and be there for each other during the school year.

All students will work monthly on activities and projects that will be showcased to the community each month based on the theme of the month. Students will learn to lead and take pride in their work by showing it off to parents and the community.

Created September 30, 2021

## **Expanded Learning Opportunities Program Plan Guide**

### **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.

Students participating in the ARC Experience at LdVCS will be provided with breakfast, lunch, and a snack from LdVCS’s authorizer Chula Vista Elementary School District. The ARC Experience’s nutrition program copies and incorporates LdVCS’s Charter of healthy living instruction that is weaved into the program’s curriculum. The ARC Experience program schedule rotates through a schedule that targets nutrition instruction, physical activity, and social-emotional learning. This includes Habits of Mind strategies that will be taught to students throughout the program.

### **6—Diversity, Access, and Equity**

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

The ARC Experience takes into account and is designed to address cultural and linguistic diversity. Students who qualify for free or reduced lunch have priority access to the summer and afterschool programs. Many of the coaches are bilingual and the “Language in Action” program helps students to develop their English language skills in the summer program and afterschool programs. Activities and adventures are intentionally and strategically designed to give socio-economically disadvantaged students real life experiences and hands-on learning that they may never have experienced. The ARC Experience requests copies of students IEPs in order to better address and accommodate students’s needs.

Created September 30, 2021

## **Expanded Learning Opportunities Program Plan Guide**

### **7—Quality Staff**

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

The ARC Experience staff is vetted twice before hiring and trained before starting a job. First, the ARC Experience company goes through all applicants and they must make it through a rigorous interview process. Then, applicants are interviewed by the LdVCS team and administration. Next, the ARC Experience trains all of their staff members in behavior management, mandated reporting, and CPR techniques. Finally, surveys including satisfaction of coaching are sent out to all educational partners.

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

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

The ARC Experience works diligently to provide quality experiences during the after school hours — forging strong links with classrooms and families is crucial to all students' success. The ARC Experience keeps an ongoing conversation between arc and all the students and educational partners that they serve. Each choice made is intentional to bridge the opportunity gap for socio-economically disadvantaged students and provide students with real life experiences and enrichment.

Created September 30, 2021

## **Expanded Learning Opportunities Program Plan Guide**

### **9—Collaborative Partnerships**

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

The ARC Experience is a non-LEA entity that works with LdVCS to provide our students with quality summer and afterschool programs. They hire within the community, bring in specialized instructors from around the city, and take students on adventures in local locations that they may have never been exposed to before. The ARC Experience does WOW events with the school to engage students and parents while offering community showcases each month. They intentionally create partnerships with the local community and work on activities and projects that will benefit others within the community.

### **10—Continuous Quality Improvement**

Describe the program’s Continuous Quality Improvement plan.

The ARC Experience is a private company that prides itself on quality of program and continuous improvement. The on-site supervisor meets weekly with LdVCS administration, gives an orientation to new families, meets with teachers to gather insight and feedback, sends out monthly newsletters to engage students and parents, and asks for feedback yearly through surveys to all educational partners. The company is dedicated to giving socio-economically disadvantaged students real-life experiences and bridging the achievement gap within those communities.



Created September 30, 2021

## **Expanded Learning Opportunities Program Plan Guide**

### **11—Program Management**

Describe the plan for program management.

Program management is run by the ARC Experience. There are regional managers, on-site supervisors, and coaches. The on-site supervisor meets with the LdVCS administration once a week and gives feedback to the coaches. They also have weekly check-ins with their regional managers about how the program is going. The ARC Experience has an intense employee vetting process and trains all of their employees in behavior management, mandated reporting, CPR and first aid.

### **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.

N/A

Created September 30, 2021

## **Expanded Learning Opportunities Program Plan Guide**

### **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 ARC Experience team and staff is willing to accommodate any change that needs to be made and thoroughly vets their team members. Additional team members will be added as needed. Students in TK will enter the program at the beginning of the school year after the beginning orientation and will be allowed to participate in the summer program once they are more familiar with the school environment and the team. LdVCS has spaces available to address students in TK's 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.

[The ARC Experience Proposal with a Sample Schedule](#)

## Expanded Learning Opportunities Program Plan Guide

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 nonschool days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

## Expanded Learning Opportunities Program Plan Guide

### **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

## **Expanded Learning Opportunities Program Plan Guide**

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.