

CHIME Extended Learning Opportunities
Program Plan Guide



CHIME Institute's Schwarzenegger
Community School

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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: CHIME Institute's Schwarzenegger Community School

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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. CHIME Institute's Schwarzenegger Community School
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: 10/06/2026

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.

CHIME will provide a safe and supportive ELO-P environment for our students both before and afterschool and during intersession school breaks. The program will operate on the school site and will work seamlessly with existing school programming by utilizing school staff (classified hourly paraprofessionals and managers) to supervise students, provide academic support, and provide enriching activities in which the students can participate. CHIME has been offering extended programming for many years and this ELO-P plan represents an extension and enhancement of programming that is already in existence at CHIME.

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.

Programming from CHIME's core SEL programs (e.g. Toolbox, Ripple Effects, WOOF) will be utilized by program staff to ensure continuity for students and strengthen the school day and afterschool connection ensuring that students are able to use consistent SEL language and tools in their afterschool program.

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.

Each day ELO-P programming during the year and during intersession breaks, students will be offered academic enrichment and support along with supervised cooperative play activities, art activities, and sport opportunities. The activities will build upon the skills and knowledge of the school day but will represent unique and different learning, play, and supervision structures from the school day.

3—Skill Building

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

supervision to ensure safety for the children. CHIME is a fully inclusive school setting and so children of all abilities will be present for the ELO-P program. Supervision will be appropriately staffed for this wide range of ELO-P participants and games and activities will be appropriately modified to meet the wide range of skills of the children. Various activities will be attuned to the skill and skill growth levels of the students and with frequent collaboration with the school day staff and teachers ELO-P staff will be well equipped to support the skill growth of the participating children.

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.

Providing choice for students will be a primary feature of the ELO-P offerings that CHIME provides. In developing and implementing a program that offers a number of different activities in which the students can engage, student voice will be honored as they make their activity choices. Children may also recommend different choice centers to be included in their ELO-P times, and adults will work incorporate those suggestions to the program.

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.

Breakfast, lunch, and snacks will be provided during ELO-P times throughout the school year and during intersession offerings. CHIME will continue to partner with our CNIPS food vendor, Revolution Foods, to ensure that all of our meal offerings comply with nutritional standards and provide the students with healthy food options during the ELO-P program. In addition, outdoor play and activity will be prioritized during ELO-P programming and in this way children will be encouraged to make healthy physical fitness choices during their time.

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.

CHIME is an intentionally inclusive and diverse school setting. Our students come from 42 different zip codes in the LA area, and we have about 20% of our students identified as students with special needs. Because the staffing for our ELO-P program is also staff who work at CHIME during the school day, they are well versed in our inclusive approaches, PBIS systems, and have received training on supporting culturally and linguistically diverse student populations. In addition, our students with special needs will continue to receive the same kinds of additional adult assistance and accommodations from our staff and in partnership with resources support from Los Angeles County North Valley Regional Center.

7—Quality Staff

Staff Engagement

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

Our staff in the ELO-P programs are the same staff who work during our school day program. Because of this they receive extensive training on how to manage and support students. Our classified classroom staff participate in a two year on going training program to learn how to manage and support activities for students who have a wide variety of needs and backgrounds. Our supervision, support, and training programs ensure that our ELO-P program staff are of high quality and effectiveness for our students.

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)]).

All staff are interviewed and screened by lead staff and all staff member submit to a Department of Justice and FBI background check. In addition program management are continually updated on the minimum staff ratios per CDE standards and schedule afterschool play staffing and assigned supervision areas accordingly.

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)]).

Afterschool program staff are provided monthly opportunities for training and staff development by the Afterschool coordinator and the Instructional Staff Manager. Program management train on topics including developmentally appropriate play, instruction support approaches and crisis intervention and prevention.

8—Clear Vision, Mission, and Purpose

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

The mission and vision of CHIME Institute's Schwarzenegger Community School ELO-P program is to provide academically, socially, and emotionally engaging activities for our students to participate in during non-school hours in a safe and nurturing environment. This program will be overseen and administered by high quality staff who are familiar to the students and families and who prioritize the joyful experience of the children in the program. The ultimate purpose of this program is to add value to the lived experience of children and their families by offering additional care and supervision of children in a safe environment which helps to further build the skills and knowledge of the students who participate and to provide necessary additional child care for CHIME families.

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.

Students and families engage with program staff through feedback on quarterly sessions and program offerings as well as individual feedback on how their child is doing and is supported in the program. Suggestions for program changes or improvement are collected from parents and students throughout the year.

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.

While CHIME will primarily run the ELO-P program independently, we will rely on the consultation and collaborative of our IHE partner CSU, Northridge for guidance as well as Los Angeles County North Valley Regional Center for additional resource support.

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.

CHIME will plan to engage in Continuous Quality Improvement by annually providing professional feedback and evaluation to staff associated with the ELO-P program. In addition, families will be surveyed annually in order to solicit their input and feedback concerning the effectiveness of the program. Administration of the school will use information from both of these sources to make ongoing continuous improvement decisions regarding the ELO-P program.

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.

The ELO-P program will have a Program Coordinator who will oversee the daily staffing, operations, and activities of the program. This program will involve students in grades TK-8th grade. If issues or concerns arise the Program Coordinator will consult with the appropriate grade level principal (TK-4th principal or 5-8th grade principal). Ultimate and final responsibility and decision making for the ELO-P program rests with the Executive Director of CHIME and to the extent that it is appropriate the Board of Directors of CHIME Institute.

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 Program³. How does this budget reflect the needs of students and families within the community?

CHIME receives approximately \$231,500 in Expanded Learning and Opportunities funding each year. Costs for salaries from program staff is approximately \$475,000 and costs for additional materials to the program is approximately \$50,000 each year. The program also takes in revenue from fees from families who do not qualify for free and reduced lunch. These fees annually are approximately \$293,500.

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

Our program policy states that all students who qualify for free and reduced lunch do not have to pay fees for the program offerings. Our costs to operate the program far exceed the amount provided by the state. Our hourly fee offered to families who do

not qualify for free ELOP funding is less than the standar rate for child care in the local area.

¹ (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)

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

³ (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?

CHIME has been operating stand alone TK classes since 2015. In addition we have offered before school, after school, and intersession activities for those children. Our staffing scheduling, recruitment, and preparation currently takes into account the pupil-to-staff ratio and activity programming described by EC Section 46120[b][2][D].

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Communication to all of our families about the ELOP program is provided through Parent Square by which parents can receive messages in over 40 languages of their choosing.

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.

Our program does not conduct field trips.

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.

Any family who does not qualify for free and reduced lunch, are homeless or are foster youth pay an hourly fee of \$9 per hour for ELOP programming. Qualifying students are offered the program at no cost. This list of students is monitored on a monthly basis by program management.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Additional Legal Requirements

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

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

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

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

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

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

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

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

Prioritizing School Sites

EC Section 46120(b)(3):

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

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

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

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

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

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

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

Snacks and Meals**EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale**EC Section 46120(b)(5):**

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

Staff Minimum Qualifications, Ratio**EC sections 8483.4(a) and 46120(b)(2)(D):**

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

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

Program Components

EC Section 8482.3(c)(1)(A–B):

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

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

Third Party Notifications

EC Section 8483.4(b-d):

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

- (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

CHIME Extended Learning Opportunities Program

Sample Schedule

School Day ELO-P Schedules

TK/K: 7:45 - 9am morning ELO-P/ 9-2 School Day/ 2-5:30 afternoon
ELO-P Total hours: 9 hours 45 minutes

Grades 1-3: 7:45 - 8:25am morning ELO-P/ 8:25-2:40 School Day/
2:40-5:30 afternoon ELO-P Total hours: 9 hours 45 minutes

Grades 4-5: 7:45 - 8:25am morning ELO-P/ 8:25-2:50 School Day/
2:50-5:30 afternoon ELO-P Total hours: 9 hours 45 minutes

Grades 6-8: 8:05am morning ELO-P/ 8:05-2:50 School Day/ 2:50-5:30
afternoon ELO-P Total hours: 9 hours 45 minutes

Intersession Calendar and Schedule:

Six days at winter break, ten days at spring break, 35 days at summer
break/ESY.

51 total additional ELO-P days. Schedule 8:30 am - 5:30 PM. 9 hours
total programming.