

Expanded Learning Opportunities Program Plan



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

Local Educational Agency (LEA) Name: Sycamore Creek Community Charter 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. 17131 Emerald Lane, Huntington Beach, CA 92647

2. 4321 Cerritos Avenue, Cypress, CA 90630

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 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])

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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/qualstandcqj.asp>.

Expanded Learning Opportunities Program Overview

Aftercare started in the 21-22 school year. Aftercare is offered for TK/Kinder at the end of the regular instructional day until 2:30pm, Monday through Friday (except holidays). Afterschool tutoring is also offered Wednesdays and Thursdays from 2:45-3:45. Aftercare is available for all grades at the end of the regular instructional day until 5:30pm, Monday through Friday (except holidays) creating a 9 hour day of programming for all students including transitional-kindergarten and kindergarten participants.

We provide a nourishing snack twice a day (at 2:30pm and 4:00pm) consisting of fresh fruits and vegetables, whole grain products, organic whenever possible, and made fresh daily. The children help with snack, such as making breadsticks and mini pizzas, preparing fruit salad, learning food science and safety. They help serve snack and wash dishes, giving them a sense of community and sharing.

We offer physical activity, including lots of free time outdoors. We have sports equipment such as tennis rackets, balls, frisbees, hula hoops, stilts, and jump ropes. The children delight in making up their own tag games, or playing a teacher lead game of red light green light. The outdoor space and playground is available almost the entire day spent at Aftercare.

One of the best aspects of Aftercare is the craft and project component of our program. It has a very “open studio” feel with children having access to many materials to create with. Whether it’s a teacher lead project, or something of their own imagination, we provide lots of materials and support to help their ideas come to fruition. Through these projects, the children learn skills such as sewing, weaving, measuring, cutting, painting, and more. Problem solving abounds as a child learns how to measure a piece of balsa wood to fit in a specific spot of a fairy house they are building. Tools such as hand drills are introduced so a child can drill into a shell to make a necklace. Origami teaches following directions exactly to get your crane to flap its wings just right. Color theory is introduced as children mix paint to the perfect hue for their acrylic painting. Learning opportunities abound when children are introduced to a wide variety of materials and encouragement from loving teachers.

Aftercare has a large offering of books and has a daily story time. Books are chosen to expose children to different topics such as fairy tales from around the world, historic events, and expressing feelings in healthful ways.

Science is explored at Aftercare in multiple ways. We search for learning opportunities, such as finding an interesting caterpillar and then learning that it only eats a certain plant, finding that plant, watching it become a chrysalis, and then emerge a few months later as a beautiful California Pipevine Butterfly. We plant beautiful spring baskets with wheat berries and wait for their bright green shoots to appear. We garden in our raised beds, harvesting chamomile and mint that we make into tea. Science also shows up inside- while making fluffy pancakes and seeing what baking powder does or whipping up some slime to play with. We have STEM activities and toys such as water rockets, magna tiles, and marble runs that get daily use.

Leadership opportunities exist in Aftercare with our multi age program, where older kids are frequently asked to help with the younger children- such as threading a needle, sharing a skill, tying a shoe, leading an activity, or just reading a story to a younger child. Older kids help model good citizenship and younger kids are inspired by their older peers. It’s very family like, in this regard- everyone pitching in and finding their strengths. Some helping with the younger children’s projects, some modeling good sportsmanship while playing soccer with some younger kids. Older kids who no longer attend Aftercare have even come back and volunteered time at Aftercare to fulfill their classroom community service to their school.

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Safety at Aftercare is maintained at Aftercare by a very experienced live scanned staff who undergo a multitude of required trainings, including first aid and CPR, each year, along with the rest of faculty and staff at our school. Children are supervised with a 1:15 ratio (except TK which is 1:10) and faculty and administration oversight.

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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.

Sycamore Creek’s Expanded Learning Program (Aftercare) is provided at the SCCCS school campus and grounds, a place already familiar to participating students. Both indoor and outdoor spaces are utilized. Policies and procedures will, where practical, follow school health, safety, and behavior procedures, and staff will receive the same health and safety training as regular hour instructional staff. Staff hold participants to high expectations and actively acknowledge positive behavior and participation, while also intervening when participants engage in physically or emotionally unsafe behavior. Staff will help children recognize missteps, reconcile and repair harm, and resolve to engage in appropriate solutions to problems.

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.

Participants have an opportunity to engage in a variety of hands on activities individually or in groups. Participants are encouraged to think critically, and work collaboratively and creatively as they play and work to make connections to their daily class activities and school work, and make connections to the larger community around them based on what is of interest and relevance to them, as well as what is beneficial to the community as a whole.

3—Skill Building

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

Our Waldorf inspired educational program emphasizes experiential and hands on work that allows students to experience integrated knowledge and learning in multiple modalities; “head, heart, and hands.” Participants are provided relevant choices that extend their skills through practice, as well as their collaborative and problem solving capacity in working both individually and with small groups. This can take the form of organized and freeform play, gardening and interaction with nature, storytelling, arts and crafts activities, and academic tutoring support in English language arts and mathematics. In each of these areas of activity, staff help participants reflect on their successes and missteps in the form of

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positive support and feedback, as well as make connections to projects being pursued in participant's classroom activities.

4—Youth Voice and Leadership

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

Aftercare participants are provided opportunities to take leadership roles and shared ownership of the program by participating in activities that provide support for younger peers and focus on maintaining sustainable practices for the program. Participants are also encouraged to engage in preferred activities that reinforce their unique skills and interests, as well as influence the design of existing and future program opportunities.

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.

Daily opportunities are provided for Aftercare participants to engage in developmentally appropriate, interactions, nutrition, and physical activities that support knowledge, skills, and behaviors that model healthy choices and lifestyles, and contribute to academic performance and a positive socio-emotional lifestyle for youth.

Participants are encouraged to apply their knowledge and experience around nutrition, healthy lifestyles, and physical activity, in order to influence their families, peers, program, and community.

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 Aftercare program as an extension of Sycamore Creek Community Charter School states its explicit commitment to diversity and equity in its policies and creates a welcoming environment by representing the diversity of the participants and celebrating diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression. Staff participate in on-going diversity and sensitivity work along with other school staff members.

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7—Quality Staff

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

The Aftercare program engages in a hiring process that considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning. Staff are expected to deliver a program that meets the requirements of the expanded learning goals, as well as facilitate and incorporate Waldorf aligned and Sycamore Creek Community Charter School program curricula, youth development principles and best practices in Waldorf and social and emotional learning (SEL) program planning and activities. Staff will additionally facilitate activities that engage students in active and meaningful experiences that extend and support classroom learning, and welcome and engage volunteers in roles that meaningfully and effectively support student learning in the same. In the model of Waldorf inspired learning, staff model building positive relationships with a diverse community of students, staff, and parents.

8—Clear Vision, Mission, and Purpose

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

The ELO-P derives its mission, vision, goals, and outcomes from the Sycamore Creek Community Charter School Waldorf inspired model of learning and complement these overall program and educational goals. The governance model makes sure all stakeholders participate, including: youth, families, program staff, school site partners, and community partners. Progress monitoring is aligned and dependent on the goals and outcomes of the Charter school community and governance through policies and procedures, program planning, budget, staff development, communications and marketing material. Goals and outcomes are program reviewed in collaboration with all stakeholders during the yearly LCAP process.

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.

Aftercare coordinates an integrated partnership between the instructional day and expanded learning program with teachers by sharing participant information, needs, and programmatic goals. When needed, staff will actively outreach and engage potential partners (public and private) in order to sustain program services, and uses culturally and linguistically appropriate strategies to engage families as advocates for their children’s education and healthy development. Decision-making as part of a process of continuous improvement is informed by stakeholders such as: parents, community partners, school leadership, County Offices of Education, non-profit organizations, public officials, local businesses, and youth. The program whenever possible seeks to collaborate with the appropriate school, community, regional, statewide stakeholders in order to leverage resources.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Progress monitoring and quality improvement is aligned and dependent on the goals and outcomes of the Charter school community and governance through policies and procedures, program planning, budget, staff development, communications and marketing material. Goals and outcomes are program reviewed in collaboration with all stakeholders during the yearly LCAP process.

11—Program Management

Describe the plan for program management.

Management of the program is the primary function of the Aftercare Coordinator who is responsible for staff hiring and development, daily program design, health and safety, and coordination with other instructional staff to stay informed of instructional goals and student needs and well-being. The Sycamore Creek Community Charter School Coordinator works under the auspices of the Sycamore Creek Community Charter School Councils and adheres to policies, procedures, and program goals set forth by Sycamore Creek Community Charter School's governance bodies.

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 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

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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?

SCCCS Aftercare follows a Waldorf inspired model of learning that embraces a curriculum and program development for young learners that is play-based and developmentally informed. Staff are encouraged to refresh their Waldorf professional development periodically to align their knowledge and skills with the goals of the instructional day and Aftercare program goals. ELO-P funds will be used to engage additional staff and tutors to maintain a 10:1 ratio among the TK participants.

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.

Sample Summer Intersession Schedule (30 days)

8:30 - 9:30am Free play and breakfast

9:30 - 10:30am Story-time, morning activity

10:30 - Noon ELA and/or Math tutoring/homework help available

Noon - 1:00pm Lunch and free play

1:00pm - 3:00pm Enrichment activities (art, crafts, farming, etc.)

3:00 - 4:30pm Organized physical activity

4:30 - 5:30pm Evening Snack and free play

Sample February Intersession Schedule (5 days)

8:30 - 9:30am Free play and breakfast

9:30 - 10:30am Story-time, morning activity

10:30 - Noon ELA and/or Math tutoring/homework help available

Noon - 1:00pm Lunch and free play

1:00pm - 3:00pm Enrichment activities (art, crafts, farming, etc.)

3:00 - 4:30pm Organized physical activity

4:30 - 5:30pm Evening Snack and free play

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Sample Spring Break Intersession Schedule (5 days)

8:30 - 9:30am Free play and breakfast

9:30 - 10:30am Story-time, morning activity

10:30 - Noon ELA and/or Math tutoring/homework help available

Noon - 1:00pm Lunch and free play

1:00pm - 3:00pm Enrichment activities (art, crafts, farming, etc.)

3:00 - 4:30pm Organized physical activity

4:30 - 5:30pm Evening Snack and free play

Sample Instructional Day Schedule (180 days)

1:00- 2:30pm TK Nap and Rest Time

2:30-2:45pm Snack Time

2:45-3:45pm Tutoring and Homework Time and Reading

3:45-4:00pm Crafts/STEM

4:00-4:15pm Snack Time

4:15-5:00pm Organized Physical Activity

5:00-5:30 Enrichment/STEM

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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.

EC Section 46120(b)(3):

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[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.