

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Para Los Niños

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Engagement

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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. Para Los Niños Charter Elementary School
2. Para Los Niños Charter Middle School

Governing Board Approval Date: September 17, 2026

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])

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

Expanded Learning Opportunities Program Plan Guide

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 Plan Guide

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 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. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Para Los Niños (PLN) Expanded Learning Programs are located at PLN Charter Elementary School (Transitional Kindergarten-5th Grade), and PLN Charter Middle School (grades 6-8). Students will have the opportunity to attend off-site events, such as camping, various arts lessons, museums visits and field trips provided by program and collaborators. Parents are responsible for transporting students to and from school sites. If students participate in field trips, parents must sign a consent form for each event. Safe transportation to off-site events will be provided via school buses. The bus companies used by PLN are fully insured and compliant with applicable state and local regulations.

A safe physical environment is essential to the operation of Para Los Niños programs. All PLN staff receive background checks and are not allowed to work with children unless and until all required clearances are completed along with orientation, mandated trainings and safety procedures. If volunteers are involved in school programs for more than 16 hours, background checks are required. Other volunteer requirements include a TB test, completed application forms, and a site logistics orientation. Volunteers are not allowed to be alone with any students; a PLN staff member will always be present. All site staff wear polo shirts with a PLN logo and badge to ensure easy identification to students, families, and other stakeholders. The student-to-PLN staff ratio for TK-K is 10-to-1; elementary schools is 14-to-1 or 20-to-1 depending on class, while the middle school ratio is 20-to-1. Program staff closely supervise students at all times, whether on or off-site, and follow all safety regulations.

Each school site has an identical, comprehensive safety plan in place, and this safety plan will be followed in every program. PLN staff are trained in school safety, identifying and reporting child abuse/neglect, and the policies and procedures governing the reporting of missing children. This training includes instruction regarding how to write clear and concise reports, and make timely, appropriate phone calls to report incidents to appropriate stakeholders or organizations, including Child Protective Service (CPS) and the Department of Children and Family Services (DCFS). All student health records will be kept locked in students files in the administration office.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The Para Los Niños program will provide a safe, recreational, enriching, and comprehensive education for all enrolled students. To ensure this, family engagement and community involvement activities will be provided. All stakeholders, including students, are responsible for creating a safe, supportive learning and play environment. This community-based environment supports intellectual and emotional development, social skill building, and healthy habits.

In our increasingly multicultural and interconnected world, schools must adopt a holistic, whole child approach to the body, mind, and spirit by inspiring and preparing students to respect diversity, work collaboratively, act in fair and just ways, and actively participate in their communities. Embedded in all 21st Century Learning are social emotional learning skills (SEL). PLN implemented the practice of community circles - bringing people together in a community circle for candid, heartfelt conversations to develop Social Emotional skills needed to positively engage in their communities. Social Emotional development requires children acquire and apply knowledge and skills to understand and manage emotions, set and achieve positive goals, feel and show empathy, establish positive relationships, and make responsible decisions. Regular practice of Community circles strategies in the program will deepen relationships between students and adults, leading to a connected and empathetic learning environment.

2— Active and Engaged Learning

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

The Program will meet the need in the community for safe, affordable, quality youth development programming that provides students with academic support and fun enrichment activities they would otherwise not be able to afford.

Academic components will be provided in small groups as "Learning Center" time to ensure student engagement. These interventions will include rotating Math, Science, Literacy, and Diversity programs, such as research-based Young Curators Science, AMPED for making STEAM, Mango Math, Art is Power, Stemfinity, Zula Patrol, iReady, and Junior Achievement curriculum, as well as project-based learning. Students who need additional support will receive strategic tutoring in subjects including, reading, language arts, math, and science. These students will be provided homework assistance every day during allocated homework time. "Fun Friday" will replace the Learning Center and students will choose the activities.

Students will self-select from a menu of club-based academic and enrichment activities. This includes activities in visual and performing arts, music, cheerleading, painting, silk

screen, health and fitness including sports, reading, yearbook, journalism, leadership, scrapbooking, arts and crafts, photography, drones, science, fashion and self-expression. The clubs will not only teach students specific skills, but also give them opportunities to work on their social skills and teamwork abilities. Students have recreational time and end-of-day activities where they can choose from games, sports, exercise, or reading. Clubs will rotate every 3-4 weeks for 6 rotations; during the school year and during the summer scheduled will be modify. Students have opportunities to participate in field trips year-round.

*All activities are also implemented during intersession programs.

3—Skill Building

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

The Para Los Niños Program will provide students with activities to help them master 21st Century skills essential for success in today's world, including learning and innovation critical thinking, communication, collaboration, and creativity; life and career skills; and information, media, and technological skills. Students will engage and master these skills by strengthening knowledge in core subjects.

The PLN Program will emphasize the mastery of Science, Technology, Engineering, Art, and Math (STEAM) skills. Activities will focus on, but not be limited to, visual arts, physical movement, music, drama, dance, performance, robotics, coding, engineering, and design which will prepare students to enter a college-track curriculum in high school. Many students are English Language Learners, and it is extremely important that they master both pathway skills and academic language in all content areas, including science, to be college-ready and technologically prepared to enter the ever-evolving 21st Century STEAM fields. A program, Digital Dragon will be incorporated into each program as it will introduce students to robotics, coding, and media arts utilizing the world of digital canvases and LEGO robotic kits while preparing to compete in a LEGO school wide competition. Other programs implemented such as Drone Block will teach STEM and the real-world application of drone technology through apps, drone coding curriculum and simulator. Another program Stemfinity is the cross-curricular STEAM solution for primary education engages students in hands-on investigation of STEAM concepts while contributing to literacy, math, and social-emotional development.

The Para Los Niños Program's emphasis on embracing diversity, including its once-weekly Diversity and Culture activities during Learning Centers, aligns strongly with the 21st Century theme of global awareness. A variety of additional program activities will address Financial, Economic, Business, and Entrepreneurial Literacy (such as Junior Achievement).

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The Para Los Niños Program will provide students with age-appropriate, structured opportunities to provide feedback, assist in planning program activities, and assume positions of student leadership. An Expanded Learning Student Advisory group, separate from the schoolwide Student Council, will operate at Charter Middle School (grades 6-8) and Charter Elementary School (restricted to grades 4-5). Students in lower grades, including grades Transitional Kindergarten-2nd at Charter Elementary School will have the opportunity to participate in leadership activities as well.

The Student Advisory group, Area Supervisors, and Lead Teachers will meet monthly to share feedback on program implementation since the previous meeting. The discussion will be developmentally appropriate for each group. Topics will include the success of special activities and events, behavioral or safety incidents, satisfaction with the enrichment activities and academic interventions and supports, new program policies or procedures, and "open mic" time. The Area Supervisors and Lead Teachers will share information and solicit student feedback and suggestions regarding program needs that must be addressed. In addition, they will discuss what is being planned for the upcoming months, such as new clubs or programs. Participation will be open to all interested students who may sign up or be nominated by program staff/peers. To promote student engagement, students will have an age-appropriate opportunity to work alongside staff in areas of helping distribute snacks, setting up activities, and helping to plan and set up for special events.

In order to focus on small group leadership opportunities Girl Scouts is implemented across both programs. Girl Scouts prepares our girls for a lifetime leadership, success, and adventures. Girls are inspired to discover their talents and passion in a safe supportive setting gain important skills in four areas that form the foundation of the Girl Scout Leadership Experience - STEM, Outdoors, Life Skills and Entrepreneurship.

At our elementary and middle school we offer a Boys Group, where students participate in various activities in the areas of youth development, leadership, character building, service learning, teambuilding exercises and restorative circles. All activities are led by PLN Expanded Learning staff.

Teacher observations, assessments, and feedback will be regularly incorporated into the design and implementation of the program. Through extensive interactions with students, teachers, and other stakeholders, program staff will determine learning competencies and social skills that need to be addressed through the program. Teacher suggestions in response to student needs will be discussed at periodic meetings.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The Para Los Niños program will adhere to the organizational school wellness policy. Students will be provided a nutritious supper meals on each program day which will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. Program

activities will comply with each of the policy's overarching guidelines: 1) all students will have opportunities, support, and encouragement to be physically active on a regular basis; 2) food and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans, and 3) PLN will provide nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity and establishes linkages between health education, school meal programs, and related community services.

The PLN school wellness policy states "Expanded Learning programs and enrichment programs will provide and encourage, verbally, and through the provision of space and equipment, activities that promote physical fitness." The PLN program will provide numerous opportunities for students to be physically active, through recreational time and clubs. Students will have enough physical activity opportunities to meet the national recommendation of 60 minutes of physical activity per day. Program staff will be trained to incorporate brief physical activity into classroom activities as appropriate. Alternate or modified physical activities will be provided to accommodate students with disabilities. The PLN program will comply with the policy's recommendation that at least one-third of program time be allotted for physical activity, of which 50% should be spent in moderate to vigorous activity.

On the recreational and physical fitness aspect the program will offer the following programs; Fulcrum Adventures and Gopher Sports. Fulcrum Adventures provides students with a variety of experiential workshops, giving students hands-on opportunities to solve problems, make decisions and take carefully designed risks, both individually and as a team. Team-building and leadership activities are also a component and implemented through a variety of outdoor and indoor activities. Gopher program teaches students how to develop healthy lifestyles, motor skills, movement knowledge, and social and personal skills during physical education classes.

Clubs with nutritional education components will include Small Bites, a curriculum that gives students the opportunity to connect math, language arts, and science concepts to hands-on nutrition lessons. Each lesson focuses on a nutrition concept and a classroom friendly snack recipe. Teachers are provided with nutrition training for teaching Small Bites. The goal of Small Bites is to introduce students to basic nutrition and teach them to make their own healthy snack.

Para Los Niños ensure that all students are provided with nutritious meals and/or healthy snacks during all programs and intersession programs. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meet the U.S Dietary Guidelines for Americans. Per the Para Los Niños school wellness policy. Celebrations will encourage healthy choices and portion control and will include no more than one food or beverage that does not meet the policy's nutrition standards. Food and beverages will not be used as rewards and will not be withheld as punishment. Program staff will model and reinforce healthy nutritional practices.

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 and opportunity for students with disabilities.

Para Los Niños will create an environment where students experience values that embrace diversity and equity, regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. PLN will use multiple strategies to create this environment at each program site.

To ensure community accessibility to program information, including site addresses, Spanish- language flyers will be posted in areas where the target population congregates, including schools, libraries, homeless shelters, government offices and community organizations. As with past after-school programs, Para Los Niños expects to receive student referrals from many sources, such as other local community organizations, governmental agencies, public and private schools and community partners. Many referrals are received through word-of-mouth, which speaks to the high level of satisfaction from current program participants. Close relationships with regular school staff ensure that students most in need of academic support are encouraged to enroll in the program.

Para Los Niños program information will be communicated to students via Class Dojo, digital platforms, social media, newsletters, posters, presentations, assemblies, and the website. During presentations and assemblies, students and families already involved in Expanded Learning programs will share some of the activities or skills they have learned or completed to encourage diverse participation. A revised schedule of new clubs and popular returning clubs will be provided each semester to keep students interested and expose them to new ideas. The Area Supervisor will work with teachers to assure development and implementation of a holistic, anti-bias, and age-appropriate curriculum for all students. All PLN staff are required to demonstrate a belief in, and ability to develop, respectful relationships with children and families marked by sensitivity to the students' cultural and socioeconomic characteristics. They are also trained in planning and implementing interest-based club choices for students, making program activities intriguing for children to join. Celebration of diversity will be a recurring theme embedded in regularly scheduled program activities.

Para Los Niños will feature holiday and cultural celebrations that pertain to most of the students served. These celebrations will create an environment where participants feel comfortable sharing their culture and experiences, affording them opportunities to explore other cultures. Participants will share and celebrate their cultural backgrounds and highlight similarities and differences. PLN will invite students' families to these special events. Program staff will be assigned to interpret in Spanish at these events, and interpreters contracted from other agencies will be provided for languages and dialects not spoken by program staff.

Para Los Niños program will be open to all PLN students regardless of membership in a special population or the existence of other barriers. Program staff will be aware of students

who may need additional assistance or modifications to participate in program activities and will be trained to effectively work with special populations.

The Special Education (SPED) team will create presentations for program staff to review, discuss, and advocate for students with special needs. SPED staff will review Individual Education Programs (IEPs) with personnel as needed and ensure student needs are being met. If applicable, alternate, or modified physical activities will be provided to accommodate students with disabilities.

7—Quality Staff

Staff Engagement

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

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 non-school days. (See [EC Section 46120(b)(8)]).

PLN is committed to maintaining and supporting a well-trained, equipped, and versatile staff that embraces agency goals, objectives, and the vision of, "Closing the achievement gap for children in poverty." A staff growth and training development implementation plan, including a comprehensive new employee orientation, allows staff to feel safe, supported, coached, and comfortable at work. This plan increases employees' knowledge about their jobs, developments in the industry, refreshes skills, revitalizes energy, and helps them complete tasks more efficiently.

All programs receive the same vital training and workshops. At times, due to maintaining the different programs and services with different grade levels, each site has its own training requirements. Since the Elementary is licensed school-age care programs through Community Care Licensing, they have different requirements for staff, training, and facility items. Training is organized by the Managing Director, Program Director, Program Coordinator, or each Area Supervisor and are more specific to the site level. Training for Area Supervisors and/or management staff are organized by the Managing Director and Program Director. Staff training is also provided by Human Resources and Compliance department. Training is conducted by agency experts as well as outside professionals and other organizations considered experts in the field. At times our staff are able to attend conferences, webinars and specialized training.

All teachers have a designated planning time on Fridays. Curriculum materials are available during planning time. Area supervisors, lead teachers and management staff are available for support as needed. Teachers are observed implementing activities once a month. Staff follow the expanded learning framework created by PLN management staff. Managers use a staff growth and development platform called "Bullseye" which provides observation tool, debrief tool and end of year review. Supervisors meet with staff to discuss and debrief on

the activities or performances conducted. A debrief observation meeting supports the process. Other tools include the activity planning tool, activity planning template, and teacher observation criteria guide.

Managers at all levels will also attend leadership conferences and workshops as needed. Other professional development for managers includes training from agencies such as: Los Angeles County of Education (LACOE); BOOST Conference; California Afterschool Network; CAL Sac (training institution); and Educational Entities. Internal training includes site-level program assessment for purposes of program improvement, time management for supervisors, leadership modules, program management, harassment prevention for managers, working with adult staff/volunteers, workers compensation, and emergency procedures.

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)]).

Para Los Niños follows specific protocols for staff recruitment, orientation, training, and retention, based on best practices observed in community organizations, city and county agencies, as well as through experience as a quality assurance leader. The recruitment process involves the creation of formal job descriptions, distribution of descriptions to external job markets, and an interview procedure. A safe physical environment is essential to the operation of Para Los Niños programs. All PLN staff receive background checks, health checks, TB test, drug test and are not allowed to work with children unless and until all required clearances are completed along with orientation, mandated trainings and safety procedures.

All staff must meet the minimum qualifications specific to each position. The supervisor must have a bachelors degree or higher with at least 24 semester units in child development, psychology, sociology, human services or recreation. In addition to two years experience in working with youth and families and also possess a site supervisor permit (elementary only). Associate Teachers (directly supervise pupils) in the program must have the same requirements as our Instructional Aide - completed 60 semester units in child development, psychology, sociology, human services or recreation, general education, or must qualify for an associate teacher permit (depending on the site). Associate Teachers must also have experience working with students. Program Administration and Human Resources will only recruit individuals with the required qualifications. Prior to being interviewed, the potential candidates must submit transcripts that are verified, proving that they meet all requirements to be considered for an interview.

The student-to-PLN staff ratio for TK-K is 10-to-1; elementary schools is 14-to-1, while the middle school ratio is 20-to-1. Program staff closely supervise students at all times, whether on or off-site, and follow all safety regulations.

8—Clear Vision, Mission, and Purpose

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

We believe in the children, youth, and families we serve. Our model fosters pathways to success through excellence in education, powerful families, and strong communities for children and youth to thrive.

Para Los Niños continues to serve L.A.'s neediest children and families, placing education at the core of our work. In keeping with our original mission to help children thrive, our model – of early-education, TK-8th grade education, youth workforce services, and family and community services – provides a comprehensive, holistic approach to break the cycle of poverty and help children, youth, and families reach their full potential.

PLN will address these needs - 1. Chronic absenteeism; 2. Poor behavior and social-emotional deficits; 3. Poor academic achievement; and 4. Family engagement - by providing the PLN Program to 400 students at two schools. The PLN program will be offered at our two school sites offering a schedule of comprehensive services to target the identified needs of students and families, including: 1. Academic intervention and support; 2. Academic and extracurricular enrichment activities; 3. Family engagement events.

Para Los Niños program will be offered free of charge to all eligible students, and is designed to support the following purposes:

- Academic support programs to serve diverse learners in their growth and achievement of grade-level standards.
- Enriching arts programs that offer students the opportunity to create, perform, present, produce, respond to, and connect with the different arts forms (dance, music, theater, visual arts, media arts).
- Health and fitness opportunities focused on promoting healthy life choices and developing the physical skills to participate and excel in a variety of sports and games.
- STEM programs that will help students become creators and innovators who can think critically, collaborate, and communicate effectively.
- A caring and supportive environment where student leadership, voice, and choice are valued and nurtured.

9—Collaborative Partnerships

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

The Para Los Niños Expanded Learning and Intersession Program will make academics the focal point for all activities. This ensures a seamless integration of the Expanded Learning program with the regular curriculum and staffing. Expanded Learning teachers share the same classrooms with general education teachers, allowing collaboration and

lesson alignment. Program teachers will arrive early to converse with general education teachers about what is being covered that day and to share lesson plans.

The collaborate partners involved in the process of planning, implementing, and updating the program plan consist in a variety of stakeholders. Regarding program improvement and data, PLN uses local and state evaluation results to refine, improve and strengthen the program. Such data is used to identify emerging needs, so they can be promptly addressed. For instance, standardized test results data are analyzed to determine how PLN students compare with others, and whether students require additional assistance in math, reading, or other subject area. If such needs are identified, expanded learning programming will be re-focused accordingly. PLN meets regularly with stakeholders and partners. Many of these meetings include discussion of evaluation results and ways to make improvements to the program design to maximize academic results. Finally, an annual parent satisfaction survey is sent to each family in April. The results of this survey are analyzed by the management team of Managing Director, Program Director, Program Coordinators, and Area Supervisors to help develop academic support, resources, and optimize parent engagement opportunities.

Para Los Niños will partner with many external organizations and programs to provide students with a variety of arts, music, and other educational enrichment activities. The activities provided by PLN's longstanding collaborative partners will form a crucial part of the program's curriculum and encourage youth to engage in creative expression, community service, and other activities that will positively impact their development.

Partner Agencies that will actively contribute to the PLN program include:

- United in Harmony: Students will be provided with leadership modules, special events, and an estimated six field trips to explore museums, theater, cultural events, parks, and beaches during the program's afterschool component. In addition, they will provide summer and winter camp overnight experiences.
- Junior Achievement of Southern California: Students will learn about entrepreneurship, financial literacy, and work readiness through experiential, hands-on programs.
- Young Musicians Foundation: An estimated 200 students will receive weekly music instruction onsite at PLN through the Music Mentors Program.
- Digital Dragon Robotics: Instructors will utilize Lego Mindstorms EV3 kits to guide students through basic robot engineering and coding and media arts programming onsite at PLN.
- Inner City Arts: Provides various arts education components; twice a week, for 8- to 10-week sessions, students and staff work with our professional teaching artists, focusing on a specific art form—visual arts, ceramics, music, dance, drama, digital photography, and animation.
- Common Threads: will provide Cooking Skills and World Cuisine, Small Bites (teachers will be trained to deliver this program), and Family Cooking Class, which will teach nutritional education and cooking skills to students and families

- Girl Scouts: Prepares our girls for a lifetime leadership, success, and adventures. Girls are inspired to discover their talents and passion in a safe supportive setting. In addition, girls gain important skills in four areas that form the foundation of the Girl Scout Leadership Experience - STEM, Outdoors, Life Skills and Entrepreneurship
- ARC: provides discovery enrichment classes in various areas currently providing dance classes during expanded learning programs
- Hearts and Minds: provide standards-aligned, culturally responsive curriculum in Math, English Language Arts, Spanish, Art, and STEM. Currently implementing Art is Power and AMPED for Making STEM.
- California Science Center:
 - During the summer the California Science Center offers scholarships for our students to attend full day of Science Camp classes at the Science Center.
 - During the school year they offer us a fall and spring session of Young Curators classes. Consist of 10 sessions of science activities and experiments for Middle School Students.

Expanded Learning management staff attend Multi-Tiered Systems of Support meetings at all schools to ensure the needs of students in special populations are being met. Supervisors will receive training on nonviolent crisis intervention to use the least amount of restraint needed in dangerous situations. Staff will also be trained in behavior and classroom management. Lastly, the social workers and school psychologist will provide staff with suicide prevention training for students facing emotional distress along with incident reporting and referral practices.

In 2026 Community School and Family Engagement initiatives shift to the supervision of the Managing Director of Expanded Learning providing strategic oversight across three key areas: Expanded Learning, Community Schools, and Family and Community Engagement. Why this makes sense instead of operating as separate initiatives we become one connected system where each area reinforces the others.

Our students achieve the greatest success when schools, families, and community partners work together. While Expanded Learning, Family Engagement, and Community Schools have each made meaningful contributions independently, there is an opportunity to create greater impact by aligning these initiatives under one strategic vision.

Our goal is to move from working alongside one another to working as one coordinated team with shared goals and shared accountability.

"Our vision is to build a Student and Family Success model where learning extends beyond the classroom, families are active partners in education, and community resources are intentionally connected to student needs."

This approach recognizes that student success is influenced not only by academic support but also by strong family partnerships, access to community resources, and meaningful enrichment opportunities.

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.

The Para Los Niños Program strives for quality and continuous improvement. PLN is highly committed to the quality improvement process for expanded learning programs. In the measures and evaluation process, a variety of assessment methods will be conducted to collect and analyze data to assess how student needs are met in math/ELA academic achievement, chronic absenteeism, poor behavior, suicide threats, and family engagement and support issues related to poverty. The Program uses the California After School Quality Self- Assessment (CAN-QSA), approved by CDE, to gather information and evaluate all aspects and components of the Program. This tool will assess and generate an action plan identifying areas of improvement. The periodic review for the program plan will take place every spring. The evaluation team meets to discuss yearly goals, what worked, and what needs to be changed for the next school year. Program policies, procedures, activities implemented, partners, and collaborators are evaluated.

PLN will use school-site, local and state evaluation data, including surveys, focus groups, parent/community/business advisory councils, and student input to assess student progress. Data will be used to refine, improve, and strengthen the expanded learning programs and intersession programs. For example, PLN compares standardized test results quarterly to determine how its students compare with others and whether they require additional assistance in Math, English Language Arts (ELA), or other subject areas.

Student surveys support in program planning and development by providing direct feedback from students about their interests, needs, experiences, and preferences. Survey results help the program identify activities and enrichment opportunities that students find engaging and meaningful, while also highlighting areas where additional academics, social-emotional, or recreational support may be needed. Regularly gathering student input also helps ensure that the Expanded Learning program remains responsive to the changing needs of students and creates opportunities for youth voice and choice in shaping their after-school experience.

Several other measures will be used to gauge student progress and success. These will be language assessments, assessments of cognitive abilities, and state core academic assessments. Furthermore, data on families, including measures of parent and family satisfaction, will be collected. These measures are useful to monitor Program implementation success and are administered on a regular basis.

At the end of each school year, Para Los Niños will distribute an extensive survey to parents, teachers, expanded learning program staff, school administrators and students.

The feedback collected will allow program staff to understand what stakeholders require from the program and enable PLN to address the needs of those being served. Based on specific program outcomes, better practices will be established, and adjustments made on an ongoing basis as student needs are continually evaluated. The PLN Program is not re-designed annually based on a beginning school year survey; rather, it is based on a continuous improvement cycle.

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.

- Administrative Guide – Enrollment forms, registration documents, attendance tracking, file keeping and reporting procedures information and guidance. [EXLP-Administrative Guide 2026.pdf](#)
- Early Release Documents [Para Los Ninos Early Release and Attendance Policy - 2025 .pdf](#)
- Parent Handbook [Para Los Niños Expanded Learning Programs Parent Handbook 2026 \(1\).pdf](#)
- EXLP Employee Policies and Procedures [Expanded Learning Policies & Procedures 8.26.pptx](#)

Attendance tracking, including sign-in and sign-out procedures (specific details in the attachment link above)

Para Los Niños Program attendance will be analyzed daily, weekly, monthly, and quarterly to measure student success. Teachers take roll call at the beginning of each day and when students are picked up they are signed out by parent or authorized adult daily. At the end of each work day, after-school teachers check to make sure parent sign-out signatures are correct. Weekly, site supervisors, office coordinators, administrative clerks, and lead teachers review attendance records. There are multiple layers for completing a monthly attendance report. Attendance form reviews will be conducted on a quarterly basis to ensure accuracy and completion of attendance forms.

The Para Los Niños program will have the following organizational structure:

CEO - will have ultimate responsibility for the fiscal and programmatic implementation of the Program.

Vice President of Student Success: The VP of Student Success will oversee the Managing Director of Student & Community Engagement.

Managing Director of Student & Community Engagement: The Managing Director will oversee the program and will oversee the Program Director, Community Schools Director and the Family & Community Engagement Manager.

Program Director: The Program Director will direct, supervise, and administer the program in a manner that is consistent with best practices, as well as contractual and licensing requirements. Will oversee the Program Coordinator, Operations Coordinator and two Area Supervisors, each of whom will be placed at one program site.

Program Coordinator: The Program Coordinator will work in conjunction with the MD, Program Director, and Area Supervisors in coaching staff, development training models and curriculum for the PLN Program.

Family & Community Engagement Manager: will oversee family engagement activities, family volunteers, parent meetings, events and workshops.

Operations Coordinator: The Operations Coordinator will support in the general day to day operations of logistics, enrollment, attendance tracking, program activities and compliance procedures along with food service program. Will supervise Administrative Assistants and Food Service Worker.

Area Supervisors: Each Area Supervisor will ensure that the program provides academic, social, and emotional growth and development for program participants. They will supervise the Lead Teachers and Associate Teachers at each site and oversee all program activities provided by all staff.

Lead Teachers: Under the supervision of the Area Supervisor, each Lead Teacher will contribute to the planning, development, coordination, and delivery of the PLN Program. The Lead Teacher will support the Area Supervisor with all activities provided by Program staff and will also be responsible for enrollment packages, greeting and assisting families and other visitors, and conducting clerical support or other duties as assigned.

Associate Teachers: Under the supervision of the Area Supervisor, each Associate Teacher will be responsible for the supervision and planning of large and small group activities according to participants' needs, interests, and individual development.

Administrative Assistants: Under the supervision of the Operations Coordinator, the Administrative Assistants will support with enrollment, attendance tracking and perform general clerical duties to support the program.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community?

The Expanded Learning Opportunities Program (ELOP) budget is designed to provide high-quality, accessible, and comprehensive expanded learning opportunities for

students while ensuring that all expenditures are reasonable, necessary, allowable, and directly connected to the needs of students and families.

The budget supports program staffing, academic enrichment, student engagement, supplies and materials, professional development, family engagement, recreation and physical activities, arts and enrichment programming, technology, and other program-related operational needs. Cost-share resources will supplement ELOP funding and help maximize the services and opportunities available to students without duplicating costs charged to other funding sources.

The budget reflects the needs of our students and families by prioritizing a safe, consistent, and supportive environment before and after the regular school day and during intersession periods. Funding will support academic assistance and homework support, enrichment activities, STEAM, arts, music, movement, recreation, clubs, leadership opportunities, and social-emotional development. These opportunities allow students to build academic skills while also developing confidence, creativity, teamwork, and positive relationships with peers and adults.

The program also recognizes the needs of working families by providing reliable expanded learning services during the hours when families need care and supervision. Resources will support staffing and program operations necessary to maintain a safe and welcoming environment, provide healthy meals/snacks as applicable, and offer meaningful activities throughout the program day.

Family engagement is also reflected in the budget through opportunities that connect families to their children's learning and to the broader school community. Activities such as family learning events, community-building activities, parent leadership opportunities, and other family engagement initiatives help strengthen the partnership between families, schools, and the expanded learning program.

Overall, the budget is structured to maximize resources and ensure that funding directly supports student participation, learning, well-being, enrichment, and family engagement. Cost-share resources allow the program to leverage additional organizational and community resources, expand opportunities for students, and create a more comprehensive and sustainable expanded learning program.

Fiscal accounting and reporting:

Para Los Niños is currently managing numerous government contracts – some in place for more than 35 years successfully overseeing approximately 87% in government grants. Sage Fund Accounting software is utilized for PLN's financial record-keeping. It allows for the management and segregation of grant funds. Accounts, invoices, receipts, and payments are documented and maintained in a manner that allows for the accurate identification of the source and application of funds.

PLN has an accounting system in place to address the fiscal accounting and reporting requirements of grants. There is a contract analyst assigned to support with the fiscal

requirements of the grant like expenditure reports and budget analysis. In addition, there is an assigned cost code reconcilable set in place to manage the finance aspect. Contract Analyst and Managing Director meet monthly and quarterly to review and complete required reports. In addition, all staff and non-payroll expenses are tracked with the SACS resource code 6010-0. All expenses are reported per deadlines by an outsourced back-office provider.

General Questions

Existing After School Education and Safety (ASES) and 21st Century 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.

ELOP funding will support enrichment programs; afterschool, during the summer, and during intersession days. ELO-P funds will be used in combination with ASES and 21st Century funding to move towards a single program, as one comprehensive and universal Expanded Learning Program. ELOP funds will be used to expand student access to the program and increase service offerings in academics, enrichment, STEAM and wellness and allow students to participate based on their needs and interests. By increasing access to educational and enrichment services, it will enhance our programs mission, vision and goals while providing a safe learning environment with a variety of opportunities that will enrich the lives of our students. Our partnerships will allow for students to gain access to academic support, experiential learning opportunities in science, STEAM-integrated activities, visual and performing arts, cultural awareness, social-emotional learning and educational and exploration field trips. ELOP funds will also be used to fund personnel, curriculum, instructional materials, and supplies for the afterschool, summer, and intersession ELOP Programs.

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 Transitional Kindergarten and Kindergarten (TK/K) program are integrated within Para Los Niños educational program and are staffed with appropriately credentialed teachers, and instructional aides during the instructional day. For purposes of the ELOP, TK/K will maintain a pupil-to staff ratio that will not exceed 10:1. School day staff in combination with Expanded Learning Program staff will serve students in Transitional Kinder and Kinder. Specific training for the Expanded Learning Program staff serving

Transitional Kinder and Kinder will be provided through professional learning during professional development days and as needed throughout the year. Developmentally appropriate curriculum will be created and provided for the TK/K program and include literacy enrichment, creative curriculum, social development and other various components. Expanded Learning program will be offered until 6:00 pm to ensure high-quality enrichment and care programs are made available to Transitional Kindergarten and Kinder students through ELOP funding.

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?

Para Los Niños program will be open to all PLN students regardless of membership in a special population or the existence of other barriers. Program staff will be aware of students who may need additional assistance or modifications to participate in program activities and will be trained to effectively work with special populations. The enrollment process is explain to all families and staff is available to support. More specific details are linked the Administration Guide under Program Management above

To ensure community accessibility to program information, including site addresses, Spanish- language flyers will be posted in areas where the target population congregates, including schools, libraries, homeless shelters, government offices and community organizations. Para Los Niños program information will be communicated to students via Class Dojo, digital platforms, social media, newsletters, posters, presentations, assemblies, and the website. During presentations and assemblies, students and families already involved in Expanded Learning programs will share some of the activities or skills they have learned or completed to encourage diverse participation.

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.

The Para Los Niños Expanded Learning Program provides students with opportunities to participate in special events, educational field trips, and community experiences that extend learning beyond the classroom. These experiences are designed to be culturally responsive, engaging, hands-on, and connected to students' academic, social-emotional, and personal growth.

Field trips will diversify and expand students' experiences by exposing them to new environments, cultures, and perspectives that they may not typically encounter in their daily lives. Trips will provide hands-on learning opportunities, allowing students to connect

classroom knowledge with real-world applications, enhancing PLN's summer programming and their understanding of the world around them.

Here are some examples of field trips. We are proposing different trips per grade band, including lower grades (TK – 2nd) and upper grades (3rd – 6th), as well as two trips for all grades, each connected to the themes and topics in the summer program. For example, a trip to the Skirball Cultural Center, as part of a cultural awareness thematic week for 3rd to 6th grade students, will deepen their appreciation for diverse traditions and histories. At the Skirball Cultural Center, students will experience the Noah's Ark exhibit, engaging with the rich cultural narratives in an interactive setting.

For younger students in TK to 2nd grade, a visit to the Aquarium of the Pacific will serve as a perfect conclusion to their Sea Animals and Oceanography week. A visit to the aquarium can deepen their understanding of marine life components during science week. This trip will foster critical thinking, creativity, and social awareness, helping students build a broader worldview and supporting social development and community exploration.

Additionally, we would like to provide a unique and exciting experience during our summer programming by organizing a special field trip to a water amusement park, such as Knott's Soak City. This trip would serve as the culmination event of our summer program, celebrating the students' hard work, dedication, and attendance while also acting as an incentive for them to stay engaged throughout the length of the program.

Providing our students with these opportunities will offer both enrichment and lasting memories, as many of our youth would not otherwise have the chance to visit such destinations. Due to the high cost of admission and transportation, most of our students—who come from low socioeconomic backgrounds—are unable to access experiences like these. Economic challenges often prevent families from prioritizing experiential learning activities, making these field trips a rare and valuable opportunity.

Whenever possible, Expanded Learning staff plan off-site activities that allow students to explore new environments, develop curiosity, build relationships, and experience meaningful learning opportunities. Parents and guardians must complete and sign a permission form before their child/youth may participate in any off-site activity.

Student safety is our highest priority. All field trips requiring transportation will utilize certified transportation providers. For walking field trips, program staff will complete a safety assessment of the destination prior to the activity and ensure appropriate supervision ratios are maintained to support student safety and well-being.

Para Los Niños Expanded Learning Program is committed to providing fair, consistent, and equitable access to field trips and special events. Field trips are an extension of the Expanded Learning Program and provide opportunities for students to be recognized for positive participation, engagement, growth, and commitment to the program.

When selecting students for field trip participation, the program considers the following criteria: behavior, attendance and opportunity.

Program Fees

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.

Para Los Niños Expanded Learning Program does not have any family fees.

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.

Intersession Schedule 7:30 am - 4:30 pm (9 hour days)

7:30-7:40 am	Arrival and Sign-in (Attendance)
7:40-8:05 am	Breakfast
8:05-8:40 am	Team Building Activities (SEL)
8:40-9:40 am	Academic Enrichment
9:40-10:25 am	Theme Activities (Theme of the week)
10:25-10:45 am	Outdoor Recreation
10:45-11:45 am	Clubs
11:45-12:15 pm	Lunch
12:15-1:15 pm	Learning Centers
1:15-2:00 pm	Interactive Games
2:00-2:20 pm	Snack
2:20-3:20 pm	STEAM
3:20-4:15 pm	Theme of the day (Diversity, Leadership, Art, Music, Dance)
4:15-4:30 pm	Regroup
4:30 pm	Dismissal

School Year Schedule

8:00-2:00 Instructional School Day

8:00-8:20 am	Welcome
8:20-9:00 am	Learning Academies
9:00-9:30 am	Phonics/Literacy
9:30-9:50 am	Recess
9:50-10:35 am	Math
10:35-11:15 am	PE/Read Loud/Centers
11:15-11:25 am	Transition
11:25-12:10 pm	Lunch
12:10-12:40 pm	Quiet Time
12:40-1:05 pm	Large Group
1:05-1:25 pm	Small Group
1:25-1:50 pm	Centers
1:05-2:00 pm	Dismissal

2:00-6:00 Expanded Learning Program Schedule

2:00-2:10 pm	Sign-in (Attendance)
2:10-2:30 pm	Quiet Time
2:30-3:00 pm	Thematic Activities
3:00-3:30 pm	Outdoor Recreation
3:30-4:00 pm	Supper
4:00-4:50 pm	Learning Centers
4:50-5:20 pm	Homework Time
5:10-5:50 pm	Clubs (Centers)
5:50-6:00 pm	Clean-up & Dismissal