



## Expanded Learning Opportunities Program Plan

### Overview

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

“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 schoolday and school year.

### Law

The Expanded Learning Opportunities Program is authorized by Item 6100-110-0001 of the 2021–22 Budget Act (Senate Bill 129, Chapter 69, Statutes of 2021), and Assembly Bill (AB) 130, Chapter 44, Statutes of 2021, as amended by AB 167, Chapter 252, Statutes of 2021.

- [California Education Code for the Expanded Learning Opportunities Program](#)

### Program Plan

Local educational agencies must operate the Expanded Learning Opportunities Program pursuant to the requirements in California Education Code Section 46120, including the development of a program plan.

The Cambrian ELO Program Plan was approved by the Governing Board in a public meeting on June 16, 2022.

### Program Contact Information:

Expanded Learning Opportunities Program Website: <https://www.cambriansd.org/domain/659>

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### Program Locations:

1. Bagby School	4. Sartorette School
2. Fammatre School	5. Steindorf School
3. Farnham School	6. Price Middle School

## **Cambrian Expanded Learning Opportunities Program Plan Summary**

### **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.

The Cambrian School District Extended Day Program is located at each school site campus to provide safe, positive and inclusive learning environments that will continue to enrich the lives of our students beyond the traditional school day. Each school site's extended day environment has been developed through the lens of child and adolescent development to foster continued learning, creativity and positive social emotional development where the environment is clean, organized and aesthetically pleasing with high quality materials provided for our students. The Cambrian Extended Day program works in close collaboration with each school site administration and staff as well as Cambrian School District departments and the Cambrian School District parent/guardian community to provide optimal support for all our students. Each Cambrian Expanded Learning program site provides our students with developmentally appropriate structure and classroom processes and procedures which are communicated to the Cambrian community through program handbooks, monthly newsletters and schedules and meetings. Classroom management practices are put in place to ensure that our students receive a consistent level of support when transitioning from the traditional school day to the extended day learning programs.

### **2—Active and Engaged Learning**

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

The Cambrian Extended Day program’s mission is to support students in becoming passionate lifelong learners who are caring, collaborative, critical thinkers and actively engaged in their learning process. We believe in providing differentiated program curriculum and activities that are child-centered, providing children with voice and choice. All areas of a child's development are supported during the extended day including physical, social emotional and cognitive development. Daily activities include STEAM projects, additional academic support, creative arts and music, life skills, creative play, team building and recreation. Creativity is a key element in the learning development process and through project based learning and activities our students are provided daily opportunities to develop and expand their interests and talents while also provided the opportunity to explore new skill sets and explore new learning concepts.

In addition, the Cambrian School District will create and provide expanded learning opportunities beyond the school day that supports the unique needs of each school community. Examples of programs may include STEM, world languages, recreational intramural sports, and fine art programs. The district will also expand on districtwide programs such as the Elementary Choir and the Beginning

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and Cadet Band Program. These additional programs will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

### **3—Skill Building**

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

The Cambrian Extended Day program, created from the lens of educating the whole child, embeds specific skill building opportunities in every aspect of the program. Each project based learning opportunity is taught through STEAM activities where each lesson has specific learning goals and objectives to further support our students’ academic and social emotional development skills. We strive to provide a meaningful child-centered curriculum where instruction promotes critical thinking to support our children in developing and maintaining a passion for learning and the ability to become life-long learners and global citizens. Our program staff teach in an educational framework that fosters child-centered and culturally responsive learning where the child develops a sense of industry and agency.

PBIS/Second Step Social emotional skill development is taught through the implementation of the district PBIS and Second Step programs focused on "acknowledging students for consistent positive behavior where direct instruction of expected behaviors will occur throughout the school year through routines and language with respect to appropriate school behavior that are consistent throughout the school." Appropriate consequences are not meant to be punitive, but will be directed toward the behavior, not the child, providing the children with more opportunities to learn from mistakes and engage in restorative community practices.

### **4—Youth Voice and Leadership**

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

In developing a new enrichment program during the academic school year and for six weeks in the summer, student voice as well as the voice of the parent community is imperative to our program's mission of providing high quality care outside of the traditional school day. Student voice has been part of the program development process from the very beginning, from students providing input regarding the structure of the program to the programming side of our content, curriculum and materials. Our staff continually asks for feedback from our students as to how we can better provide learning and enrichment opportunities that cater to the students interests so that our students feel that they have significant ownership in our programs. Students are provided opportunities with the support of staff to mentor younger students and lead their peers in lead activities and games of student interest as well as engage in daily group meetings/check-ins and opportunities for leadership in restorative justice practices.

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### **5—Healthy Choices and Behaviors**

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

The Extended Day program works in collaboration with the school district's food services team and provides daily snacks for students that are adherent to all State and Federal requirements as well as the Dietary Guidelines for Americans. The Extended Day program and staff supports our students in learning about making healthy food choices and the importance of nutrition, exercise, sleep, and healthy hygiene practices and provides daily opportunities for our students to participate in various, age appropriate outdoor recreational games, sports and play. The extended day program works in partnership with local community agencies such as Valley Sports Camp and the San Jose Sharks to provide additional resources in supporting healthy choices and behaviors.

### **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.

All children deserve the opportunity to attend school communities that nurture the whole child. This includes the child's background, learning style and culture. Our program cultivates the positive inclinations of culturally responsive employees where students, parents and community are seen as integral contributors to school and district success and culture. Program staff address the educational needs by teaching in culturally and linguistically responsive ways and acting as agents of positive change. Our program works in collaboration with school sites and district administrative teams to support all Cambrian School district students with equitable access to the extended day program.

### **7—Quality Staff**

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

As a result of instituting structures and processes that promote collaborative inquiry and problem solving the Cambrian Extended Day program team will work together to create a team who trust one another and share responsibility and leadership. The Cambrian Extended Day team understands that their individual and collective professional experience and knowledge base is valued and needed to create a new, high quality extended care program for students. To work effectively with students and build strong relationships, staff will receive ongoing training in: -Health and Safety procedures: work with the student services department to provide safety training to staff. -Program expectations: provide training around areas of behavioral management, building appropriate relationships with students and parents, and professionalism. -Program Structures: Teach staff how to effectively teach program lessons/projects to students and familiarize staff with program content. Cambrian School District administration will continue to support, recruit and retain high quality staff in providing ongoing training in social emotional learning and PBIS strategies, program content area training such as STEAM and recreation, culturally responsive and restorative justice teaching practices as well as classroom

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management. Cambrian Extended Day staff also follow the Cambrian Classified employee evaluation cycle for the purpose of promoting accountability, self reflection, professional goal setting and growth.

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

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

The Cambrian Extended Day program supports the Cambrian School District's vision and mission of creating nurturing learning environments that honor and inspire the whole child. We believe that every child deserves an education and enrichment opportunities grounded in equity, nurturance and rigor. Each child's capacity to achieve academically and socially will be positively cultivated. We are a community of learners and innovators who love to have fun in the process. Our purpose is to provide our students with the opportunity and support to develop social, emotional and academic skills through enriched learning, sports and play. With continual input and feedback from all Cambrian School District Community stakeholders, our program strives to create a strong sense of community where all students feel safe, valued and respected. At Cambrian Extended Day we support and provide our students with the opportunity to make new friendships, participate in engaging hands-on activities, leadership roles and input in the extended day program development and improvement.

### **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.

Collaborative partnerships with local educational agencies are vital to the continued growth and program improvement of Cambrian Extended Day. By joining forces with local agencies in our own community it is such a benefit to our students and greater community when relationships are made between local working professionals who not only share resources but also serve as role models for our children. Currently Cambrian Extended Day partners with several educational agencies and we look forward to collaborating with additional agencies!

Current Educational Collaborative Partnerships:

Cambrian Local Library: Cambrian Extended Day works in collaboration with the Cambrian Local Library to support our students in developing the joy of reading and literacy development. The library has also donated new library books to be used at our program sites.

Beetlelady: Bug Science for Everyone (<https://www.beetlelady.com/>)

Grades TK-K: Classes include the following elements: Interactive story time, live bug time where students meet real bugs up close, movement time where students imagine they are bugs, sing a bug song and rhyme and buy art where children explore what they have learned through creativity.

Grades: 1st-8th: Classes include a range of topics related to insect and arthropod biology. Insects offer many opportunities to explore a wide variety of science topics: pollination, metamorphosis, decomposition, ecosystems, biological diversity, predator-prey relationships, animal defenses, evolution, conservation and more.

Stick to Fitness [School Programs | San Jose Sharks](#)

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Grades 4th-7th: The San Jose Sharks are partnering with Kaiser Permanente for the Stick to Fitness healthy living program. Stick to Fitness is a program dedicated to educating children about the importance of healthy living while encouraging them to be active through on-site physical education instruction.

Reading is Cool: [School Programs | San Jose Sharks](#)

Grades TK-5: Reading is Cool presented by Druca is a literacy program designed for individual school site programs running from October-April parallel to the San Jose Sharks regular season. Each site will be provided bookmarks, certificates of participation, All-star reader and tracking poster to acknowledge outstanding readers. Students track the number of pages they read each month where each extended day school site tracks the total number of pages read each month. Students can be featured on the Sharks webpage and will also receive a digital classroom from mascot S.J. Sharkie.

Youth Science Institute: [Youth Science Institute](#)

Grades TK-6: Each grade level has Next Generation Science Standards content and teaching resources. On site field trips include; All About Owls where students observe live owls and learn about the physical adaptation that make them successful nocturnal hunters. Dissect owl pellets and be introduced to skeletal anatomy and the owl’s diet. Discuss the nature of food chains and the role of owls in the ecosystem. Animals and Their Adaptations where students examine live animals from a variety of taxonomic groups. Learn about diet, habitat, ecological role, structure and function. Observe and discuss differences among animals. Insects, Spiders and Other Arthropods where students learn about arthropod structure, function and life cycles with emphasis on insects and difference between arthropod groups.

Valley Sports Camp: <https://www.valleysportscamp.com/>

Grades TK-5th: Valley Sports Camp supports our students in playing and learning sports that focus around sportsmanship, teamwork, building friendships and fun. Each week students learn about a new character building trait (integrity, honesty, sportsmanship, etc.) and have an opportunity to put it into practice!

Starting Arts: <https://www.startingarts.com/arts-programs/>

Grades TK-5: Starting Arts provides hands-on arts experience in 4 disciplines (dance, music, theater and visual arts) in classes taught by skilled professional artists who share their expert knowledge and passion with students. Classes are standards-based and align with Common Core Standards.

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

Describe the program’s Continuous Quality Improvement plan.

The Cambrian Extended Day program strives to make continuous quality improvement through collaboration with all Cambrian School District community stakeholders: students, guardians, staff, district administration and school board. Our program will continue to work in close collaboration with the Cambrian School District administration to continue to develop and improve our program framework and goals to best support our student’s academic, physical and social emotional development through enrichment. The extended day program uses data from multiple sources to assess areas of program needed areas of growth and program strengths. The Continuous Quality

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Improvement plan will include feedback through formal and informal surveys from community stakeholders to help guide program development and growth.

**11—Program Management**

Describe the plan for program management.

The Cambrian Extended Day program organizational structure operates under the oversight of the Cambrian School District Educational Services Department in collaboration with the Director of Cambrian Extended Day to develop and execute all program goals and objectives including the continual development and improvement of the extended day program, pursuing community collaborative partnerships, providing ongoing professional development for extended day staff, facilitating weekly staff meeting with site supervisors, providing extended day program information to Cambrian School District community stakeholders. The extended day program includes a program supervisor at each school site location whose role is to manage and run the daily operation of each extended day program throughout the year including all holiday and summer extended day programs.

**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.

The Cambrian School District does not have or operate ASES or CCLC 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 Cambrian Extended Day team has extensive teaching background and program development background in Preschool, TK and Kindergarten and in partnership with the Educational Services Department will continue to develop and implement child-centered curriculum through the lens of child development. Curriculum will be focused on developing the whole child through play based differentiated instruction including STEAM projects, music, literacy development, social and emotional development, physical activity and imaginative play. TK and Kindergarten children will be grouped together in the extended care programs to provide opportunity for grade specific instruction where staff

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will receive professional development and continued support in early childhood pedagogy and development.

**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.

**Cambrian Extended Day Program**

Program Highlights: Dedicated homework/reading time and academic enrichment/ support. STEAM activities (Science, Technology, Engineering, Art and Math). Social and Emotional Development and Learning- PBIS/ Second Step Curriculum. Outdoor activities, sports and free play. Interest based projects, activities and games, Creative and imaginative play.

**Sample Daily Schedule:**

6:30AM-8:30AM: Indoor self directed activities, homework support.  
School Site Dismissal-2:30: Staggered check in, snack, indoor self directed activities, group meeting.  
3:30-4:15: Outdoor activities, sports, supervised free-play, team building.  
4:15-5:00: Academic Enrichment/ Homework Support.  
5:00-5:45: STEAM Activities (Science, Technology, Engineering, Arts and Math).  
5:45-6:00: Clean up, staggered check out.

**Cambrian Extended Day Program/Summer “Camp Cambrian”**

Mission: Our mission at Camp Cambrian is to provide our Cambrian School District students with a jam-packed, full of fun, hands-on summer program! Each week of camp is designed to meet the varied interests of our campers through science, technology, engineering, art and math...not to mention crafts, team building and recreation!

**Sample Daily Schedule:**

Time: 9:00AM-4:00PM, Extended Day Program 4:00PM-5:30PM  
(Program Morning sign-in is between 8:30AM-9:00AM)

**Weeks and Themes:**

Week 1	6/20-6/24	<i>STEAM MANIA</i>
Week 2	6/27-7/1	<i>H2O WHOA!</i>
Week 3	7/11-7/15	<i>THE GREAT OUTDOORS</i>
Week 4	7/18-7/22	<i>AMAZING SPACE RACE</i>
Week 5	7/25-7/29	<i>COLOR CRAZE</i>
Week 6	8/1-8/5	<i>GOING FOR GOLD</i>

**Daily Camper Schedule:**

8:30AM-9:00AM	Camper Check-in
9:00AM-9:30AM	Clubhouse Time
9:30AM-10:30AM	Enrichment
10:30AM-11:00AM	Morning Snack/Recreation

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11:00AM-12:00PM	Themed STEAM Activities
12:00PM-1:00PM	Lunch/Recreation
1:00PM-2:00PM	Themed STEAM Activities
2:00PM-2:30PM	Afternoon Snack/Recreation
2:30PM-4:00PM	Camper’s Choice
4:00PM-5:30PM	Extended Day Program

**Additional legal requirements for the ELO-P.**

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):

[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):

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[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 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):

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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.