

Expanded Learning Opportunities Program Plan Guide

Prepared by:
Expanded Learning Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2).

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

November 2024

**Local Educational Agencies and Expanded Learning
Opportunities Program Plan Sites**

Local Educational Agency (LEA) Name: Oasis Charter Public School

Contact Name: Lauren Ricker
Contact Email: laurenricker@oasischarterschool.org
Contact Title: Executive Director
Contact Phone: 831-424-9003

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. Oasis Charter Public School

Governing Board Approval Date: April 28, 2026

Review/Revision Date: N/A

Review/Revision Date: N/A

Purpose

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

Definitions

“Expanded learning”:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)].)

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

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the

first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The program will be offered **on site at Oasis Charter School**, ensuring a familiar, structured, and secure environment for all students. By remaining on campus, the program maximizes consistency in expectations, access to resources, and the ability to respond quickly to student needs.

Oasis Charter School is committed to fostering a safe and supportive environment where students feel physically, emotionally, and socially secure. Staff will implement clear behavior expectations rooted in restorative practices and positive behavior supports. Classrooms and shared spaces will emphasize respect, inclusion, and student voice, helping to build a strong sense of belonging. Adequate supervision will be maintained at all times, with established staff-to-student ratios aligned to best practices.

All staff participating in the program will receive ongoing training in areas including child safety, mandated reporting, de-escalation strategies, trauma-informed practices, and emergency procedures through Charter Safe's Vector Training. This ensures that staff are prepared to proactively support students and respond effectively to any concerns that may arise.

A clear and consistent incident reporting system is in place. Staff will document behavioral or safety incidents promptly, communicate with administration, and follow established

protocols for parent/guardian notification when appropriate (“strike” system). Patterns of behavior will be monitored to inform interventions and supports for students.

Student health and safety are further supported through the careful maintenance of health records. Emergency contact information, medical needs, and authorized pickup details will be securely stored and easily accessible to authorized staff. Any medications will be handled

in accordance with school policies and state regulations.

By offering the program on site with well-trained staff, clear procedures, and strong systems for communication and documentation, Oasis Charter School ensures that students experience a consistently safe, supportive, and responsive environment.

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 program at Oasis Charter School is intentionally designed to provide an emotionally safe and supportive environment where students feel valued, respected, and connected. A strong emphasis is placed on relationship-building, consistency, and proactive support to ensure that all students can engage fully in their learning experience.

Social-emotional learning (SEL) is embedded into the daily structure of the program. Students participate in regular community circles, guided reflection, and collaborative activities that build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Staff model and reinforce respectful communication, empathy, and problem-solving, creating a culture where students feel safe expressing themselves and navigating challenges.

To further support students’ emotional well-being, the school counselor is available on site until 4:00 p.m. each day. This extended access allows students to receive timely support for emotional regulation, conflict resolution, or personal concerns that may arise during the program. The counselor also collaborates with staff to provide strategies and interventions that align with students’ individual needs.

Additionally, the program includes an anti-bullying mentor who works with students every Friday. This mentor facilitates targeted lessons and small group discussions focused on bullying prevention, peer advocacy, and building a culture of kindness and accountability. These sessions provide students with practical tools to address conflict, stand up for others, and contribute to a positive school climate.

Through integrated SEL practices, consistent access to counseling support, and dedicated anti-bullying programming, Oasis Charter School ensures that students experience an environment that prioritizes emotional safety, connection, and overall well-being.

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 Oasis Charter School program is designed to provide students with meaningful opportunities for active and engaged learning that extend beyond, but do not duplicate, the instructional day. The program emphasizes enrichment, application, and exploration, allowing students to deepen their interests and build new skills in a hands-on, collaborative environment.

Students will have access to a variety of enrichment clubs, including art, STEM, sports, and leadership. These clubs are intentionally structured to promote creativity, critical thinking, and teamwork. For example, art clubs may focus on open-ended creative expression and project-based learning, while STEM clubs emphasize design challenges, experimentation, and problem-solving that complement, rather than repeat, core classroom instruction. Leadership opportunities provide students with a voice in planning activities, mentoring peers, and contributing to the school community, fostering confidence and responsibility.

Academic support is also embedded through homework help and tutoring sessions. These supports are designed to reinforce learning from the school day, clarify concepts, and build independent study habits without reteaching whole-class lessons. Staff work closely with students to provide individualized guidance, ensuring that support is responsive and targeted.

In addition, structured games during outdoor free time promote active engagement, physical wellness, and social skill development. Organized activities encourage teamwork, inclusion, and positive peer interactions, while still allowing for student choice and enjoyment.

By offering a balance of enrichment, academic support, leadership development, and structured play, the program creates a dynamic environment where students remain actively engaged, explore their interests, and build skills that enhance their overall educational experience without duplicating the regular school day.

3—Skill Building

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

The Oasis Charter School program provides intentional and varied opportunities for students to engage in meaningful skill-building that supports their academic, social, and personal growth. Skill development is embedded throughout all program components, ensuring that students actively practice and apply new competencies in authentic contexts.

Through enrichment clubs such as art, STEM, sports, and leadership, students build both discipline-specific and transferable skills. In art, students develop creativity, fine motor skills, and perseverance through project-based work. STEM activities foster critical thinking, collaboration, problem-solving, and innovation as students engage in hands-on challenges and design tasks. Sports activities promote physical fitness, teamwork, goal setting, and resilience. Leadership clubs provide opportunities for students to practice public speaking, organization, decision-making, and peer mentorship.

Academic skill-building is supported through structured homework help and tutoring, in which students strengthen foundational skills such as reading comprehension, writing, and mathematics. These sessions also emphasize executive functioning skills, including time management, organization, and task completion, helping students become more independent learners.

The program also incorporates structured games and collaborative activities during outdoor time, which build social skills such as communication, cooperation, conflict resolution, and sportsmanship. Staff intentionally facilitate these activities to reinforce positive interaction and inclusive participation.

Additionally, students are encouraged to set goals, reflect on their progress, and take ownership of their learning. This focus on self-awareness and a growth mindset helps students build confidence and persistence.

By integrating academic support, enrichment opportunities, and social development, the program ensures that students are consistently engaged in skill-building that is relevant, practical, and supportive of their overall development.

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 Oasis Charter School program is intentionally designed to elevate youth voice and cultivate leadership by providing students with authentic opportunities to lead, make decisions, and shape their program experience.

Students will have regular opportunities to take on leadership roles within clubs such as art, STEM, sports, and leadership. Older students, particularly in upper grades, may serve as peer leaders or mentors, supporting younger students during activities, modeling positive behavior, and assisting with facilitation of games, projects, or group work. In leadership club, students will help plan events, organize activities, and contribute ideas for improving the program, building skills in communication, collaboration, and decision-making.

The program also incorporates structured opportunities for students to lead activities. For example, students may design and facilitate parts of enrichment clubs, lead warm-ups or team-building games during sports and outdoor time, or present projects and teach peers new skills. These experiences foster confidence, ownership, and a sense of responsibility within the school community.

Youth voice is further elevated through regular feedback structures. Students will participate in surveys, reflection circles, and group discussions where they can share their perspectives on what is working well and what could be improved. Staff will intentionally review this feedback and use it to inform program adjustments, ensuring that student input directly impacts decision-making.

Additionally, student representatives may participate in a student advisory group or leadership team that meets periodically to review program quality, suggest new clubs or activities, and co-develop solutions to challenges. This group provides a formal structure for student voice in program planning and continuous improvement.

By embedding leadership roles, peer mentorship, and meaningful feedback systems, the program ensures that students are not only participants but active contributors to the program's success and ongoing development.

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 Oasis Charter School program promotes healthy choices and behaviors by integrating nutrition, physical activity, and health education into the daily experience, ensuring students develop habits that support both their physical and mental well-being.

Students will have access to nutritious meals and snacks provided by the school's food vendor, Revolution Foods. Offerings include balanced meals, as well as healthy snacks and fresh fruit options, ensuring that students are well-nourished throughout the program. Emphasis is placed on providing appealing, wholesome foods that support energy, focus, and overall health.

Opportunities for physical activity are embedded daily through structured games, sports, and active outdoor time. Students engage in organized activities that promote movement, teamwork, and fitness, while also having opportunities for choice-based play. These

activities are designed to be inclusive and engaging, encouraging all students to participate and develop lifelong habits around physical wellness.

The program also partners with Sun Street Centers to provide age-appropriate presentations and workshops focused on health education. These sessions include guidance on how to fuel a healthy body and mind, helping students understand the connection between nutrition, physical activity, and emotional well-being. Additionally, students receive education on the dangers of vaping, particularly its impact on the developing brain, as well as fentanyl awareness to build understanding of the risks associated with substance use and to promote informed, healthy decision-making.

By combining access to nutritious food, regular physical activity, and targeted health education, the program creates a comprehensive approach that empowers students to make healthy choices and develop behaviors that support long-term wellness.

6—Diversity, Access, and Equity

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

The Oasis Charter School program is intentionally designed to honor cultural and linguistic diversity while ensuring equitable access and meaningful participation for all students. The program fosters an inclusive environment where differences are valued, and every student feels seen, respected, and supported.

Cultural and linguistic diversity are integrated into program activities through inclusive curriculum materials, diverse perspectives in enrichment clubs, and opportunities for students to share their backgrounds, traditions, and experiences. Staff use culturally responsive practices and inclusive language to create a welcoming environment for all students, including English learners. Visual supports, collaborative learning structures, and differentiated communication strategies are used to ensure that language is not a barrier to participation.

The program incorporates multi-age clubs and groupings, which provide natural opportunities for peer mentorship, collaboration, and cross-age learning. These structures allow students to learn from one another, build empathy, and develop leadership skills while fostering a strong, inclusive community.

Equity and access are further supported through intentional planning for students with disabilities. The Expanded Learning Opportunities Program (ELO-P) ensures that students with Individualized Education Programs (IEPs) receive appropriate accommodations and supports to fully participate in all program offerings. Staff collaborates with special education teams to understand and implement accommodations such as modified activities, sensory supports, preferential grouping, and additional adult assistance when needed.

For students with more significant or profound behavioral needs, the program provides additional layers of support, including increased supervision, individualized behavior plans, and access to trained staff who utilize de-escalation strategies and trauma-informed practices. These supports are designed to maintain student dignity while ensuring safety and access to the program.

By prioritizing inclusive practices, multi-age collaboration, individualized supports, and culturally responsive approaches, the Oasis Charter School program ensures that all students, regardless of background, language, or ability, have equitable opportunities to engage, belong, and succeed.

7—Quality Staff

Staff Engagement

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

The Oasis Charter School program is designed to ensure that students consistently engage with high-quality staff who are accessible, supportive, and skilled in fostering positive relationships and meaningful learning experiences. Maintaining strong connections between students and staff is a central priority, as these relationships are critical to student engagement, safety, and overall success.

The program maintains a staff-to-student ratio of **1:12**, ensuring that students receive individualized attention and support. This ratio allows staff to build strong relationships with students, monitor well-being, and provide targeted guidance during enrichment activities, academic support, and social interactions. Smaller group sizes also create more opportunities for student voice, participation, and personalized feedback.

Staff are intentionally selected and trained to work effectively with diverse student populations. They bring experience in youth development, classroom management, and social-emotional learning, and are equipped with strategies to support a wide range of student needs. Ongoing professional development ensures that staff continue to grow in areas such as culturally responsive practices, behavior support, and inclusive instruction.

Students interact with staff across a variety of settings, including enrichment clubs, homework help and tutoring sessions, structured outdoor activities, and leadership opportunities. These varied interactions allow staff to connect with students in different contexts, strengthening relationships and increasing student engagement.

Additionally, staff serve not only as facilitators but also as mentors and role models. They actively model positive communication, collaboration, and problem-solving, helping to create a respectful and supportive program culture. Because of the consistent staffing structure and low ratios, students experience continuity and trust, which contributes to a safe and engaging environment.

By prioritizing strong staffing ratios, ongoing training, and relationship-centered practices, the program ensures that all students have meaningful and consistent access to quality staff who support their growth and well-being.

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)]).

At Oasis Charter School, all instructional aides meet or exceed the minimum qualifications established by the local educational agency (LEA) to ensure students are supported by competent and well-prepared staff. At a minimum, instructional aides are required to hold a high school diploma or equivalent. Candidates are selected based on their ability to work effectively with children, demonstrate strong communication skills, and support both academic and social-emotional development.

Prior to employment, all staff must successfully complete a comprehensive health and safety screening process. This includes a background check conducted before a job offer is finalized, in accordance with state requirements. Staff are also required to complete mandated training modules through Charter Safe's Vector training program, which covers topics such as child abuse prevention, mandated reporting, workplace safety, and harassment prevention. In addition, all staff must maintain current CPR and first aid certification to ensure they are prepared to respond to emergencies.

Ongoing compliance with health and safety expectations is maintained through regular training updates, certification documentation, and adherence to school policies and procedures. Staff are expected to follow all established protocols related to student supervision, incident reporting, and emergency response.

To maintain minimum staffing ratios, the program schedules staff strategically based on student enrollment and daily attendance, ensuring a consistent ratio of at least 1:12. Attendance is monitored daily, and staffing is adjusted in real time as needed to remain in compliance. The program also maintains a pool of trained substitute staff who are available to step in when regular staff are absent, ensuring that ratios are never compromised.

Through clear hiring standards, thorough screening and training processes, and careful staffing oversight, Oasis Charter School ensures that all students are supported in a safe, well-supervised, and high-quality environment in alignment with EC Section 46120(b)(2)(D).

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

The Oasis Charter School Expanded Learning program is committed to a comprehensive staff training and development plan that ensures all staff have the skills, knowledge, and resources needed to effectively engage and enrich students.

Staff participate in ongoing professional development throughout the year, including designated Friday training days, training sessions aligned with schoolwide professional development days, and dedicated planning and training time during the summer. These opportunities allow staff to build capacity, collaborate with colleagues, and prepare high-quality, engaging programming. In alignment with EC Section 46120(b)(8), the program may close for up to three days annually to provide focused staff development, ensuring continuous improvement without compromising program quality.

All ELO-P staff are strongly encouraged to attend workshops and trainings offered through the Monterey County Office of Education. These sessions provide access to current best practices in expanded learning, including youth development strategies, social-emotional learning, classroom management, and culturally responsive practices.

Staff also complete required training modules through Charter Safe's Vector training system, covering essential topics such as child safety, mandated reporting, and workplace compliance. Additional trainings include CPR and first aid certification, trauma-informed practices, behavior support strategies, and inclusive practices for working with diverse learners.

To support high-quality programming, staff are provided with tools and resources such as structured lesson planning templates, access to enrichment materials for clubs (art, STEM, sports, and leadership), and guidance on facilitating engaging, hands-on learning experiences. Staff collaborate regularly to share strategies, reflect on practice, and align programming with student needs and interests.

Ongoing coaching and feedback from program leadership further supports staff growth. Informal observations, check-ins, and team meetings create opportunities to refine practices and ensure consistency across the program.

Through a combination of structured training opportunities, access to county-level resources, collaborative planning time, and ongoing coaching, Oasis Charter School ensures that staff are well-prepared to create a safe, engaging, and enriching environment for all students.

8—Clear Vision, Mission, and Purpose

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

The Oasis Charter School Expanded Learning program is guided by a clear vision, mission, and purpose that center on student growth, engagement, and the development of lifelong learners through meaningful, student-centered experiences.

Vision:

The program's vision is to create a safe, inclusive, and enriching environment where every student is empowered to explore their interests, develop their strengths, and become confident, capable contributors to their community.

Mission:

The mission of the Expanded Learning program is to provide high-quality, engaging opportunities beyond the instructional day that support academic growth, social-emotional development, and student leadership through hands-on, collaborative, and meaningful learning experiences.

Purpose:

The purpose of the program is to extend learning in ways that are engaging, relevant, and

responsive to student needs, while building skills that support success in school and life. The program is designed to complement, not duplicate, the school day by offering enrichment, academic support, and social development opportunities in a safe and structured environment.

A foundational element of the program is its **constructivist approach to learning**. Students are viewed as active participants in their own learning, constructing knowledge through exploration, collaboration, problem-solving, and reflection. Rather than passively receiving information, students engage in hands-on, inquiry-based activities where they can ask questions, test ideas, and make meaningful connections to real-world experiences.

This approach is reflected in enrichment clubs such as STEM, art, sports, and leadership, where students learn by doing and apply skills in authentic contexts. Staff act as facilitators and guides, supporting students as they explore concepts, work collaboratively, and develop a deeper understanding through experience.

By grounding the program in a constructivist philosophy, Oasis Charter School ensures that students are not only engaged but also developing critical thinking, creativity, independence, and a strong sense of ownership over their learning.

9—Collaborative Partnerships

Students and Families

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

Students and families played an important role in the development of the Oasis Charter School Expanded Learning program plan, and their engagement continues to be central to program implementation and improvement throughout the year.

During the creation of the program plan, family and student input was gathered through multiple avenues, including parent surveys, informal feedback conversations, and school community meetings. These opportunities allowed families to share their priorities for expanded learning, including the need for academic support, enrichment opportunities, safe supervision, and access to social-emotional supports. Student voice was also incorporated through classroom discussions and reflection activities where students shared their interests, preferred activities, and ideas for after-school programming.

The program is aligned with LCAP (Local Control and Accountability Plan) goals, ensuring that expanded learning opportunities directly support district priorities related to academic achievement, student engagement, school connectedness, and equity. Family input helps guide how these goals are operationalized in after-school programming, ensuring that services are responsive to community needs.

Throughout the year, families remain actively engaged through ongoing communication and structured involvement opportunities. This includes regular all-family meetings, where program updates are shared, feedback is collected, and families are invited to contribute

ideas for improvement and future programming. These meetings also serve as a space to strengthen home-school connections and build community.

In addition, parent surveys are administered periodically to gather feedback on program quality, student engagement, safety, and overall satisfaction. Survey results are reviewed by staff and leadership to inform continuous improvement efforts and adjust programming as needed.

Families are also kept informed through consistent communication regarding enrichment offerings, academic support opportunities, student progress, and upcoming events. This ongoing partnership ensures that families remain valued stakeholders in the program and that student needs and interests continue to shape program design and delivery.

By involving students and families from the planning stage through continuous feedback cycles, Oasis Charter School ensures that the Expanded Learning program remains collaborative, responsive, and aligned with both community priorities and student success.

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 Oasis Charter School Expanded Learning program was developed in collaboration with Community Based Organizations (CBOs) and non-LEA partners to ensure that the program is comprehensive, responsive to student needs, and aligned with broader community supports. These partnerships played a key role in shaping both the design and ongoing implementation of the program plan.

During program development, the LEA engaged partners through planning meetings, needs assessments, and coordination sessions focused on student wellness, academic support, and enrichment opportunities. Input from these partners helped identify key priorities, including social-emotional learning, behavioral supports, family engagement, and health education.

These partnerships continue to be integrated into program administration and implementation. The Expanded Learning Opportunities Program (ELO-P) is intentionally coordinated with other schoolwide initiatives, including Community Schools efforts and Multi-Tiered Systems of Support (MTSS). This alignment ensures that students receive consistent, layered supports across academic, behavioral, and social-emotional domains.

A key component of this integration is the Positive Behavioral Interventions and Supports (PBIS) point system, which is used across the school and expanded learning program to reinforce positive behavior, build clear expectations, and promote a positive school climate. Students are recognized for demonstrating respect, responsibility, and engagement, and these systems are reinforced consistently across settings.

Community partners play an active role in program delivery. Sun Street Centers provides student presentations focused on health education topics such as substance use prevention, including the dangers of vaping and fentanyl awareness. These presentations support student understanding of healthy decision-making and personal safety.

Harmony at Home contributes to the program through anti-bullying education and prevention efforts. Their workshops and activities support students in developing empathy, conflict resolution skills, and strategies for creating safe and respectful peer relationships.

Additionally, the program incorporates the Strengthening Families framework through collaboration with community partners and school staff. This includes opportunities for family engagement, communication skill-building, and supports designed to strengthen relationships between students, caregivers, and the school community.

By coordinating ELO-P with Community Schools, MTSS, PBIS, and trusted community organizations, Oasis Charter School ensures a unified approach to student support. These partnerships enhance program quality, expand available services, and create a more cohesive system of care that supports the academic, social-emotional, and behavioral success of all students.

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 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 Oasis Charter School Expanded Learning program uses a structured approach to collecting and analyzing student social, behavioral, and skill development data to support Continuous Quality Improvement (CQI) and ensure that programming is responsive, intentional, and effective.

Data is collected through multiple sources to provide a comprehensive understanding of student growth in areas such as social-emotional learning, behavior, and engagement. These sources include PBIS behavior tracking data, student attendance and participation records, staff observations, student reflection tools, and periodic surveys measuring student voice and school connectedness. Additional input is gathered through informal check-ins, club participation logs, and tutoring and academic support progress notes.

Social-emotional competencies are a key focus of data collection and include skills such as social awareness, self-control, academic mindset, perseverance, conflict resolution, and relationship-building. Staff document observations of these competencies during enrichment activities, structured games, leadership opportunities, and academic support sessions. The PBIS point system also provides ongoing quantitative data on student behavior, engagement, and adherence to schoolwide expectations.

This data is reviewed regularly during staff collaboration meetings, Friday professional development sessions, and leadership planning time. Staff and program leaders engage in reflective practices to identify trends, celebrate successes, and determine areas for improvement. For example, if data indicates challenges in peer conflict resolution during outdoor activities, staff may adjust supervision strategies, incorporate targeted SEL lessons, or expand structured games that emphasize teamwork and communication.

Student feedback is also an essential component of CQI. Students are given opportunities to reflect on their experiences and provide input on program quality, activities, and relationships. This youth voice data is used alongside behavioral and engagement data to guide program improvements and ensure that student needs and interests remain central to decision-making.

The CQI process is intentionally cyclical: data is collected, analyzed, reflected upon, and used to inform changes in planning and implementation. Adjustments may include refining enrichment offerings, modifying behavior supports, enhancing staff training, or expanding student leadership opportunities.

By systematically using social, behavioral, and skill development data, the Oasis Charter School Expanded Learning program ensures continuous reflection and improvement, resulting in a high-quality program that supports student growth in academics, social-emotional development, and overall school connectedness.

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.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The Oasis Charter School Expanded Learning Opportunities Program budget is developed to ensure that all expenditures are reasonable, necessary, and allowable in accordance with applicable state and federal guidelines. The total program budget is **\$336,180.00**, and it is strategically allocated to directly support high-quality expanded learning experiences that meet the academic, social-emotional, and enrichment needs of students and families in the community.

A significant portion of the budget is dedicated to **staffing costs**, including salaries and benefits for instructional aides, enrichment staff, and program support personnel. These positions are essential to maintaining a low staff-to-student ratio of 1:12, ensuring that students receive individualized attention, consistent supervision, and meaningful engagement throughout the program.

The budget also includes a portion of the **school counselor's salary and benefits**, allowing for extended student support services through 4:00 p.m. daily. This ensures that students have timely access to emotional, behavioral, and academic counseling support as part of the expanded learning environment.

Funds are allocated for **instructional and enrichment materials**, which support clubs such as art, STEM, sports, and leadership. These materials enable hands-on, experiential learning opportunities that extend and enrich the instructional day without duplicating core classroom instruction.

The program also includes contracted services with community partners such as Harmony at Home, which provides anti-bullying education, conflict resolution support, and social-emotional learning workshops. These services are critical in supporting student well-being and fostering a safe, inclusive school climate.

Additional funds are allocated for **guest speakers and community presentations**, including organizations such as Sun Street Centers, which provide health education, substance use prevention, vaping awareness, and fentanyl education. These partnerships enhance student understanding of real-world issues and support healthy decision-making.

Cost-share items are embedded throughout the budget as shared staffing, facility use, and coordination with existing school resources, such as administrative oversight, counseling services, and schoolwide behavior systems (including PBIS). This integrated approach maximizes efficiency while ensuring that expanded learning services are fully aligned with schoolwide goals and systems.

Overall, the budget reflects the needs of students and families in the Oasis community by prioritizing safe supervision, academic support, enrichment opportunities, and social-emotional development. It ensures equitable access to high-quality programming, supports working families through extended learning hours, and provides students with meaningful opportunities to learn, grow, and thrive in a structured and supportive environment.

25/26 2nd Interim Budget		ELO-P \$5,260						
110126001110000	Teacher Salaries-ELO-P (Winter/Spring Sets)	40,000						
210126001110000	Class Teacher/Inst Aide Sal-ELO-P	25,500						
221126001181000	Classified Maintenance Salaries-ELO-P	12,250						
290126001139000	After School Coordinator-LASP-ELO-P	69,016						
290226001139000	After School Assistant-LASP-ELO-P	103,142	\$ 249,907.86	74%	Total to be spent on salaries			
Benefits	Total OASDI/Medicare	13,170						
Benefits	Total Health and Welfare	9,000						
Benefits	Total Unemployment Insurance	86						
Benefits	Total Workers' Compensation	2,189	\$ 24,445.14	7%	Total to be spent on Benefits			
431026001110000	Instruct Materials/Supplies-ELO-P	1,710						
432026001110000	All Other Materials/Supplies-ELO-P	500						
432026001139000	All Other Materials/Supplies-ELO-P-LAS	7,500	\$ 9,710.00	3%	Total to be spent on Instructional materials (LAS)			
550026001181000	Utilities-ELO-P	15,741						PG&E
555826001110000	Other Svcs/Oper Exp-Inst-ELO-P	11,416						Positive Behavior
555826001131100	Other Svcs/Oper Exp-Counseling-ELO-P	11,960						Harmony at Home
555826001139000	Other Svcs/Oper Exp-Inst-ELO-P-LAS	13,000						Harmony at Home
		336,180	\$ 52,117.00	16%	Total to be spent on ELO-P services			
	Net Increase/Decrease in Fund Balance							

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

Oasis Charter School will ensure proper implementation of the Expanded Learning Opportunities Program (ELO-P) requirements through a combination of clear governance structures, documented systems, ongoing monitoring, and continuous improvement practices. Implementation will be aligned with Education Code requirements, LEA policies, and the approved program plan to ensure services are consistent, high-quality, and equitable for all students.

Program oversight and governance

Program implementation will be supervised by designated LEA leadership responsible for expanded learning. This includes oversight of staffing, budget compliance, program quality, and alignment with LCAP goals. Regular coordination meetings between program leadership, school administration, and site staff will ensure that services remain aligned with student needs and compliance expectations.

Staffing and compliance systems

The LEA will ensure all staff meet minimum qualifications, including a high school diploma or equivalent, CPR/first aid certification, and completion of required Charter Safe Vector training modules. All staff will complete background checks prior to a job offer. Documentation of certifications, training completion, and clearance status will be maintained and regularly updated. Staffing schedules will be monitored daily to maintain required ratios of 1:12, with contingency staffing plans in place to address absences and maintain supervision standards.

Health, safety, and student support protocols

Clear procedures will guide health and safety implementation, including incident reporting, emergency response, and student supervision expectations. Staff will be trained in mandated reporting, de-escalation strategies, and trauma-informed practices. Student health records and emergency information will be securely maintained and accessible only to

authorized personnel. Regular drills and safety refreshers will ensure preparedness across all staff.

Program alignment and coordination

ELO-P implementation will be coordinated with existing schoolwide systems, including MTSS, Community Schools initiatives, and PBIS. Consistent behavior expectations and reinforcement systems will be used across the instructional day and expanded learning program to ensure continuity for students. Collaboration between classroom teachers, counselors, and after-school staff will support alignment of student supports and interventions.

Community partnerships and service delivery

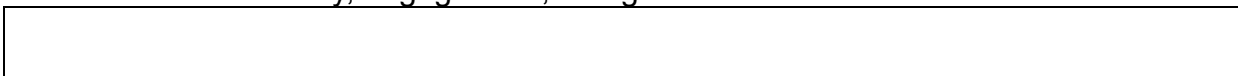
Contracts and memoranda of understanding (MOUs) with community partners, such as Sun Street Centers and Harmony at Home, will clearly define roles, service expectations, and reporting structures. These partners will be integrated into program schedules to deliver health education, bullying prevention, and social-emotional learning support.

Monitoring, evaluation, and continuous quality improvement (CQI) The LEA will implement a CQI process using multiple data sources, including PBIS data, attendance, student surveys, staff observations, and program participation records. This data will be reviewed regularly during staff collaboration and leadership meetings to identify strengths, address challenges, and inform program adjustments. Student and family feedback will also be incorporated into ongoing improvements.

Fiscal oversight and accountability

Budget expenditures will be reviewed regularly to ensure costs are reasonable, necessary, and allowable. Financial tracking systems will be used to monitor salaries, benefits, materials, and contracted services. Documentation will be maintained for all expenditures, including cost-share items, to ensure transparency and compliance with state requirements.

Through these integrated systems, staffing controls, training, data-driven decision-making, strong partnerships, and fiscal accountability. Oasis Charter School will ensure that the Expanded Learning program is implemented with fidelity and equity, and with a consistent focus on student safety, engagement, and growth.



¹(California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

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

³(EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic

requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

N/A

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

N/A

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?

Oasis Charter School will offer the Expanded Learning Opportunities Program (ELO-P) to students and families using culturally and linguistically responsive communication strategies to ensure equitable access and participation for all eligible students.

Program information, enrollment materials, and ongoing communications are shared through multiple channels, including printed flyers, school newsletters, email, text messaging, and family meetings. All materials are provided in both English and Spanish to ensure accessibility for all families in the school community. Staff also make direct outreach calls and utilize schoolwide communication platforms to ensure that families are aware of available services and understand how to participate.

Enrollment process:

Enrollment in the ELO-P is voluntary and based on parent or guardian choice. Families are provided with both paper applications (available in English and Spanish) and online enrollment forms (also available in English and Spanish). Applications are distributed through the school office, classrooms, family events, and electronically through school communication systems.

Parents or guardians complete and sign the enrollment forms, indicating their agreement for student participation. Staff are available to assist families with completing forms as needed, including translation support and in-person assistance during school events or office hours.

Once completed, enrollment forms are submitted to the school office or program coordinator. Paper applications and attendance/enrollment records are securely stored in the program coordinator's office in a locked filing cabinet to ensure confidentiality and compliance with student record requirements. Digital forms are stored in secure, password-protected systems accessible only to authorized staff.

Transportation:

The program is housed on the school site, so there isn't a need for transportation to and from the program.

Program participation:

Currently, approximately **110 students** are actively enrolled and attending the ELO-P program. Enrollment remains open on a rolling basis to accommodate family needs and ensure equitable access throughout the year.

Through multilingual communication, accessible enrollment options, secure recordkeeping practices, and family-centered outreach, Oasis Charter School ensures that all eligible students and families can access the ELO-P in a clear, inclusive, and supportive manner.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience that helps students grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring that staff meet the minimum requirements for instructional aides as defined by district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and the 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.

Oasis does not currently offer field trips. Summer programming may opt for an off-site experience, but none is scheduled yet.

Program Fees

Every student attending a school that operates a program is eligible to participate in that program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child who is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected, please write that in the space provided.

Oasis does not collect fees.

Sample Program Schedule- Regular School Day

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





Additional Legal Requirements

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

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

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

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

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning

opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours

EC Section 46120(b)(1)(B):

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

Prioritizing School Sites

EC Section 46120(b)(3):

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

Grades Served

EC Section 46120(b)(4):

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

Partners

EC Section 46120(b)(6):

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

Audit

EC Section 46120(c)(1):

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

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of

Division 4 of Title 2.

- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

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

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) and 46120(b)(2)(D):

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

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

Program Components

EC Section 8482.3(c)(1)(A–B):

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

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

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving

criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an “event” includes any of the following:

- (1) Death of a child from any cause.
- (2) Any injury to a child that requires medical treatment.
- (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
- (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
- (5) Epidemic outbreaks.
- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency. When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.