EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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916-319-0923

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

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

Name of Local Educational Agency or Equivalent:	Hanford Elementary School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Hamilton Elementary
2. Jefferson Elementary
3. Martin Luther King Jr. Elementary
4. Lincoln Elementary
5. Monroe Elementary
6. Lee Richmond Elementary
7. Roosevelt Elementary
8. Joseph M. Simas Elementary
9. George Washington Elementary

Governing Board Approval Date:	June 22, 2022; December 11, 2024
Review/Revision Date:	November 11, 2024
Review/Revision Date:	December 11, 2024

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 Expanded Learning Opportunities Program will provide a safe environment that supports the physical needs of students. Students will have the opportunity to partake in several enrichment and educational programs that include both on-site and off-site activities for field trips. Student enrollment and attendance will be monitored. Credentialed teachers and/or qualified instructional aides will lead a group of students from the school sites, ride with them on the school bus, and stay with the students while at off-site establishments to help promote a safe and supportive environment. District administrators will be with each team to support families, students, and staff with the day to day operations of the program. For the upcoming school year, Hanford Elementary School District will continue to operate and look to expand and enhance our afterschool program through our HESD Expanded Learning Opportunities Program.

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 Expanded Learning Opportunities Program will provide a safe environment that supports the social-emotional needs of students. School sites will provide a comprehensive list outlining student health issues and health care plans of those partaking in the ELOP programs and ensure that program indoor space, outdoor space, supplies, and accessible equipment are adequate and safe. During the ELOP program snacks will be provided that are healthy and nutritious and meet California Education Code requirements. Training will be provided to staff on classroom management, ADHD behaviors, understanding and addressing students with special needs, conflict resolution and de-escalation training for young people, and physical and emotional safety procedures. Whenever possible, clubs and programs will incorporate parents and families to promote the relationship between home and school life for students.

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 Expanded Learning Opportunities Program will engage students in activities that promote collaboration and introduce students to a variety of experiences. Students will have the opportunity to engage in academic enrichment activities which are not generally offered during the school year in a fun and interactive way. Enrichment opportunities will include a variety of activities that may include art, music, outdoor education, and STEM. For the upcoming school year, Hanford Elementary School District will continue to operate and look to expand and enhance our afterschool program through our HESD Expanded Learning Opportunities Program.

3—Skill Building

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

The goals of the ELO-P are to provide enrichment activities that promote active and engaged learning. Students will develop skills through participation in community activities that enhance academic and social well-being. Students will have several opportunities to participate in physical and mental activities, which will aid in healthy lifestyles and

support gross motor skill development. Students will also be offered enrichment programming related to science, arts, outdoor education, etc. Students will be provided the opportunity to participate in project-based learning and various hands-on activities that expand their horizons and promote 21st Century skills. The culmination of these activities aims to improve student success and overall well-being. For the upcoming school year, Hanford Elementary School District will continue to operate and look to expand and enhance our afterschool program through our HESD Expanded Learning Opportunities Program.

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 ELO-P will provide students with opportunities to contribute to program design and provide access to leadership roles. All students will share and engage with others in community activities and teacher interactions. Students will also have choices of activities and enrichment opportunities based on their interests. Through these activities, students will be provided the opportunity to engage in voice and leadership skill-building. Students will be grouped into small groups with a credentialed teacher or qualified instructional aide allowing for a small student-to-staff ratio for more direct interaction with staff. For the upcoming school year, Hanford Elementary School District will continue to operate and look to expand and enhance our afterschool program through our HESD Expanded Learning Opportunities Program.

5—Healthy Choices and Behaviors

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

The program will support student well-being and healthy lifestyles through physical activity, healthy meals, and outdoor education. Elementary students will have options to participate in various organized and developmental activities that encourage and support healthy diets and life choices. The Hanford Elementary School District kitchen will provide healthy and nutritious breakfast, lunch, and/or snacks to the students participating in the program following our nutrition wellness policy. For the upcoming school year, Hanford Elementary School District will continue to operate and look to expand and enhance our afterschool program through our HESD Expanded Learning Opportunities Program.

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 program will create a safe environment that values diversity and equity for all students. The program will actively recruit staff that reflects the community of the students served. Program information and help completing forms and applications will be available in English and Spanish. School staff (principals, counselors, teachers, office staff) will communicate the physical and developmental needs of individual students to site coordinators, including students with disabilities. Outreach and enrollment efforts for program participation are focused on the most at-risk student populations, including students with disabilities, who are foster or homeless and English Language Learners, to ensure students and families are aware of what is being offered, how to participate, and how to receive support through the programs. For the upcoming school year, Hanford Elementary School District will continue to operate and look to expand and enhance our afterschool program through our HESD Expanded Learning Opportunities Program.

7—Quality Staff

Staff Engagement

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

The program will utilize staff from each school site, as well as district administrators, to facilitate the Expanded Learning Opportunity programs representing both certificated and classified groups. In addition to our certificated teachers and paraprofessionals, HESD will work with contracted agencies and their staff's expertise to directly support students in the program. Hanford Elementary School District will utilize an HESD administrator to help oversee each program and to support staff in developing appropriate learning strategies and classroom management. For the upcoming school year, Hanford Elementary School District will continue to operate and look to expand and enhance our afterschool program through our HESD Expanded Learning Opportunities Program.

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)]).

The Expanded Learning Program minimum qualifications of an instructional aide is to have an equivalent to graduation from high school or demonstrate proficiency in reading, writing, and mathematics skills up to or exceeding that required for high school seniors. A Teacher, Paraprofessionals, Ed Tutors, Special Ed Aides, Special Circumstance Aides and READY Tutors are required to meet these requirements. The Expanded Learning Program will follow the hiring process of Hanford Elementary School District which includes the health and safety screening requirements, the SCE, the Educational Code requirements. The Expanded Learning Program will follow and maintain a no more than 20:1 student-to-adult ratio at all times for grades 1st – 6th and a no more than 10:1 student-to-adult ratio at all times for TK (Transitional Kindergarten) and K (Kindergarten) grades. If more students are registered than the maximum allowed to maintain the above ratios, an extra paraprofessional will be hired/added to maintain the ratio or a waitlist will be created, following our ASES waitlist criteria.

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)]).

Staff Training is conducted prior to the start of each school year to review the District handbook, mandated training (such as Child Abuse reporting, trips, slips and falls) and the Expanded Learning Program handbook training-which focuses greatly on the policies and practices of the program. In addition, ongoing training is provided on Wednesdays at the school sites and is conducted by each school's site administrative team as well as the READY Program Supervisor. The focus of this ongoing training is to assist the expanded learning staff with understanding and implementing the instructional focus of the regular school day and effective classroom management strategies to maintain a seamless transition for students from the regular day into the expanded learning program. Staff are also trained and assist in the planning and implantation of Continuous Quality Improvement Plans at each school site. Much of this training is provided by the site leadership team, district program administration, as well as by grade-level teachers, who are instrumental in understanding the needs of their children in the expanded learning program and the value of the expanded learning staff. Below are some examples of the trainings that are conducted to ensure program responsibilities, understanding the role and responsibilities of the afterschool program and skills to address a variety of student populations.

Program Training & Workshops will include the following:

- Staff Roles and Responsibilities, to include an overview of the After-School Education and Safety Program grant

- Program Policies & Procedures, to include mandated state reporting and documentation as well as using program-specific forms
- Safety Procedures in Expanded Learning
- Team Building
- Relationship Building & Communications
- Classroom Management
- Behavior-Behavior Intervention Plans
- Working with English Language Learners
- Working with Students with Special Needs/understanding the 13 handicapping conditions/auditory processing/visual processing disorders
- Youth Development Principles and Practices
- Outcome-Based Enrichment Activities to include Project-Based and Service Learning
- Managing and Measuring Outcomes
- Quality Standards for Expanded Learning understanding and implementation
- Keenan Safe Schools Training:
- Mandated Child Abuse and Neglect
- Integrated Pest Management for Teachers and Office staff
- Sexual Harassment for Non-Managers (SB 1343)
- Discrimination Awareness in the workplace
- Slips, Trips and Falls
- Diversity Awareness: Staff-to-Staff
- Bloodborne Pathogen Exposure and Prevention

These Professional Development activities are determined by administrative supervision, survey responses, individual site needs and by request.

8—Clear Vision, Mission, and Purpose

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

The HESD Expanded Learning Opportunity Program plan was developed on the premise that all students, particularly at-risk students, are provided the opportunity to participate in academic and enrichment activities that are engaging, supportive, and that will contribute to the student's overall growth as an individual. The ELO-P will align with the mission of HESD which is to provide an educational environment which reinforces basic cultural values, ethical behavior, respect for others, personal integrity, responsibility, and accountability. We will work together to provide students with a safe environment in which they can discover their potential and strengthen their motivation for learning. As they go forward, students will be prepared to participate and function effectively in society.

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.

Expanded Learning staff, as well as school site based staff survey students and community partners to determine their interests and specialized skills to develop ELOP clubs and activities. Hanford Elementary School District has developed contracts with outside agencies to provide enrichment programs to our ELO-P students. These partnerships with outside agencies will combine their highly qualified staff with our HESD credential teachers and qualified instructional aides to provide an enriching environment for students to be engaged in. All staff will work under the guidance and direction of district administrators. Hanford Elementary School District has also developed a partnership with our local Hanford Parks and Recreation division to provide additional resources to our most at-risk students including our

English Language Learners, Homeless and Foster students. Whenever possible, clubs and programs will incorporate parents and families to promote the relationship between home and school life for students. For the upcoming school year, Hanford Elementary School District will continue to operate and look to expand and enhance our afterschool program through our HESD Expanded Learning Opportunities Program.

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 Expanded Learning administration exerts great effort to strengthen existing partnerships and collaborations with community organizations, businesses, parents, and volunteers. Administration continually seeks other partnerships and collaborations to include community organizations, colleges, and public and private agencies essential to long-term program success.

The Partnership and Collaborative will gather on a semi-annual basis in order to:

- Learn about progress toward READY vision and goals
- Provide input and make recommendations for program improvement
- Build consensus on improvement strategies
- Receive information and participate in discussions about topics of importance to a state-wide after-school system
- Network
- Exchange information and resources

Collaborative members are scheduled to meet two times a year and include, but are not limited to Kings County Action Organization, the Hanford Police Department, the Hanford Fire Department, UCCE Cal Fresh, Kings Behavioral Health, American Lung Association, site administrators, instructional day teachers and other instructional day staff, ELOP staff and parents. The Expanded Learning Program has sought to create collaborative partnerships with community members such as the Kings Cultural Center, a local community-based enrichment center. We strive to create a program that incorporates various cultural activities such as dance and art into the program for the purposes of creating a respectful and culturally diverse environment for 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 necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The HESD Expanded Learning Opportunity Program uses data from multiple sources to assess its strengths and areas of improvement in order to continuously improve program design, outcomes and impact. The continuous quality improvement process will incorporate feedback from staff, parents, students, and partners. Such feedback will inform program goals within the framework of the Hanford Elementary School District Mission and Vision and the Quality Standards for Expanded Learning in California. District administrators will collect data from surveys and meetings to help guide program improvement and design. In collaboration with community partners, teachers, program staff, and other administrators, the district program administrators will review program data through the lens of the Quality Standards for Expanded Learning.

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.

HESD Expanded Learning Opportunity Program policies, procedures, and manual can be found on the HESD public website for the After-School program: https://www.hanfordesd.org/departments/ready/ready-information

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 HESD Expanded Learning Opportunity Budget for 2024-2025:
1000: Certificated: $552,722
2000: Classified: $402,404
3000: Benefits: $306,780
4000: Books & Supplies: $225,822
5000: Services & Other: $1,618,188
6000: Captial Outlay: $0
7000: Other Outgo/Financing Uses: $100,000

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

The Assistant Superintendent of Curriculum and Instruction, in collaboration with other district and site administrators, will be responsible for overall program oversight. The HESD Assistant Superintendent of C&I will guide the program improvement process, pursue community partnerships, and provide program information to the district's educational partners. At each school site team, the administration will oversee the daily activities and work to support site staff in ensuring success. A master schedule of school and supplemental programming dates and times for each school site is developed and shared with district staff and parents. For the upcoming school year, Hanford Elementary School District will continue to operate and look to expand and enhance our afterschool program through our HESD Expanded Learning Opportunities Program. More information can be found on the HESD Public Website for After-School Program: https://www.hanfordesd.org/departments/ready/ready-information

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
Do you have a 21st CCLC Grant?	

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.

The district receives funding to operate the After-School Education and Safety (ASES) program at its elementary schools during the regular school year. By adopting local ASES program policies and procedures for the ELO-P and using funds from ELO-P to expand and enhance ASES enrichment programs, such as arts, music, and sports, expanded learning programs in the Hanford Elementary School District will be one comprehensive program. ELO-P funds will help increase the number of students currently served in the ASES-funded program and will allow the district to create additional after-school opportunities at no cost to families. ELO-P funds will pay for program staff to increase the number of students served and also materials for new sports, arts, and music programs. During the regular school year, the ASES program staff work closely with site staff to align supports for students across the program.

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?

Staff will work to support students in these grade levels with the reduced staffing ratio of 10:1 in TK/K. Site staffing within the supplemental programs will provide curriculum to support the younger ages. An outreach for recruitment will be conducted through the district for each individual site to maintain the student-to-staff ratio. Staffing to support students at these grade levels will include certificated and classified members. Activities and projects for students in these grade levels will be age-appropriate and aligned to reinforce relevant academic skills.

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?

The HESD Expanded Learning Opportunity Program sends out Registration information through different platforms including paper flyers with students, online through ParentSquare (HESD Parent Communication Program), flyers with QR codes to registration form, posters in multiple locations at each school site, social media posts, etc. in both English

and Spanish. After submitting a completed signed registration form, a lottery is conducted in determining participation and parents are informed if their child is enrolled in the selected Expanded Learning activity. Students in Foster Care and/or are homeless, English Language Learners, or Low-Income are provided priority enrollment. Both paper registration forms and online registration is maintained online on our HESD servers. Every elementary (TK-6) school provides an after-school program, so transportation is not provided, unless special arrangements have been made.

Field Trips

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

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

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

All field trips planned and implemented by the ELOP align with enrichment units of study or club based learning and are intended to reinforce the information shared with students during these units. Program staff maintain a student to staff ration of 10:1 during off-site excursions to ensure safety of studnets and staff. Arrangements for each trip are made at the site level, being sure that district Study Trip Permission forms are completed for each student, health staff on site are notified two weeks in advance of the trip to prepare for potential health concerns and transportation secured with the HESD Transportation department. An example trip would include: 5th and 6th grade students engaged in the Jr. Explorer Program will travel to the Hanford Police Department to take a tour with Officers on December 16, 2024. Students will board a HESD transport bus at their school site at 3:30 pm, travel to the police department with program staff in a 10:1 student to staff ratio, and return to their respective sites via HESD bus by 5:30pm.

Program Fees

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

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

The HESD Expanded Learning Opportunity Program does not charge a fee to families.

Sample Program Schedule- Regular Schoolday

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

TK/K Schedule (Regular)
7:30-8:00 Breakfast
8:00-9:40 Instruction
9:40-10:00 Recess
10:00-11:25 Instruction
11:25-12:25 Lunch
12:25-2:07 Instruction
2:07-3:00 Check in to READY/Snack and Recess
3:00-4:00 Homework and academic support
4:00-4:30 Recess
4:30-5:15 Enrichment (Nutrition, STEAM, World Cultures, etc.)
5:15-6:00 Recreation

1st – 3rd Schedule (Regular)
7:30-8:00 Breakfast
8:00-9:40 Instruction
9:40-10:00 Recess
10:00-11:40 Instruction
11:40-12:40 Lunch
12:40-2:27 Instruction
2:27-3:00 Check in to READY/Snack and Recess
3:00-4:00 Homework and academic support
4:00-4:30 Recess
4:30-5:15 Enrichment (Nutrition, STEAM, World Cultures, etc.)
5:15-6:00 Recreation

4th – 6th Schedule (Regular)
7:30-8:00 Breakfast
8:00-9:40 Instruction
9:40-10:00 Recess
10:00-11:40 Instruction
11:40-12:40 Lunch
12:40-2:47 Instruction
2:47-3:00 Check in to READY/Snack and Recess
3:00-4:00 Homework and academic support
4:00-4:30 Recess
4:30-5:15 Enrichment (Nutrition, STEAM, World Cultures, etc.)
5:15-6:00 Recreation

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.