



Expanded Learning Opportunities Program (ELOP) 3-Year Plan 3

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Twin Hills Union 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. Apple Blossom Elementary
2. SunRidge Elementary (Charter)
3. Twin Hills Middle School (Charter)

Governing Board Approval Date: 06/2022

Review/Revision Date: 05/29/2025

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.*

Expanded Learning Opportunities Program (ELOP) services are offered directly on the two Twin Hills Union School District campuses that serve grades TK–6: Apple Blossom and SunRidge Elementary. The program also includes Twin Hills Middle School students in 6th grade, regardless of whether they remain on-site or attend middle school programs elsewhere. Delivering ELOP on-site ensures that students participate in a safe, familiar, and accessible environment before, after, and beyond the regular school day.

All program staff and volunteers—including those from potential partners such as the Boys & Girls Clubs of Sonoma-Marin and the Sonoma County County YMCA—undergo fingerprint clearance, TB testing, and receive annual training in First Aid/CPR, mandated reporting, youth supervision, and school-based safety protocols.

Safety routines are tailored to both afterschool and non-school day (9-hour) schedules. On full-day intersession days, programs implement extended safety procedures including:

- Structured arrival and dismissal procedures at designated campus locations
- Welcome/check-in stations where staff greet students and verify attendance
- Midday attendance checkpoints and regular headcounts
- Clearly defined entry and exit protocols and secure perimeter monitoring
- Dedicated quiet zones or cool-down spaces for student self-regulation and rest
- Structured transitions and movement between activity spaces

Student behavior expectations during ELOP align with school-day norms, emphasizing respect, responsibility, and reflection. Staff model positive behavior and support social-emotional well-being through daily routines such as team huddles and closing reflection circles.

For transitional kindergarten and kindergarten students, supervision ratios are maintained at no more than 10:1, and the daily structure includes developmentally appropriate activities in smaller settings. All spaces used for ELOP are ADA-compliant, welcoming, and inclusive—supporting a safe and supportive learning experience for all 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.

Programming is built to enrich and complement—not replicate—the school day. Enrichment offerings include hands-on experiences that strengthen 21st Century skills such as critical thinking, creativity, and collaboration. Daily “Power Hour” activities focus on academic support, followed by enrichment electives in STEM, arts, cultural exploration, and wellness.

All activities are designed to be outcome-based and aligned with student interests. Community-building elements such as daily “team huddles” and collaborative projects strengthen student engagement.

Twin Hills Union School District intentionally designs ELOP programming that reflects the unique strengths, values, and learning philosophies of each school community, while maintaining a unified commitment to whole-child development. Across all sites, expanded learning experiences are responsive to students’ developmental stages and grounded in inclusive approaches.

Program offerings may include:

- Nature-based learning such as gardening, seasonal walks, and storytelling connected to the natural world
- Handwork and crafts like finger knitting, weaving, or felting to support fine motor skills and focus
- Creative movement and cooperative games that promote social-emotional growth, body awareness, and teamwork
- Rhythmic daily schedules that alternate between active and quiet periods, supporting regulation and flow
- Imaginative play and artistic expression, including puppet theater, visual arts, music, and group storytelling
- Seasonal enrichment themes and community celebrations that foster wonder, reflection,

and belonging

In addition, STEM education is an ongoing offering of the district's year-long ELOP design. Students engage in hands-on, inquiry-based science, engineering challenges, coding activities, and mathematics exploration that align with California content standards and Next Generation Science Standards (NGSS). Activities emphasize experimentation, collaboration, and real-world problem-solving—ensuring a strong foundation in critical thinking and innovation.

3— Skill Building

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

Twin Hills Union School District's ELOP prioritizes high-quality, engaging enrichment opportunities that promote meaningful skill development in a variety of domains. Programming is hands-on, exploratory, and designed to deepen student growth beyond the academic core — with intentional alignment to the district's instructional values and the California Expanded Learning Quality Standards.

Skill-building occurs through structured activities across four key domains:

1. Academic Enrichment and Inquiry

- Literacy-based projects, storytelling, and journaling
- Math games, logic puzzles, and numeracy challenges
- Inquiry-based science experiments, STEM kits, and engineering design
- Coding, robotics, and digital storytelling (

2. Artistic and Creative Expression

- Music, rhythm, and song circles
- Visual arts (drawing, watercolor, painting, clay)
- Handwork and crafts (knitting, weaving, fiber art)
- Theater, puppetry, and group performance projects

3. Physical and Social Wellness

- Sports and movement games (e.g., soccer, obstacle courses)
- Group yoga, mindfulness, and rhythm-based movement
- Healthy habits education and fitness rotations

- Cooperative play that builds empathy, communication, and resilience

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.

Student voice and leadership are core tenets of the Expanded Learning Opportunities Program at Twin Hills Union School District. The program is intentionally designed to ensure that students are not just participants, but co-creators of their extended day experience. Through multiple formats—ranging from daily check-ins to student-led projects—ELOP creates space for all TK–6 students to express their ideas, shape program offerings, and practice leadership in meaningful and age-appropriate ways.

Youth voice is embedded in program structures, including:

- Daily group huddles, where students are invited to share reflections, offer feedback, and help set group intentions
- Rotating choice-based enrichment, with students voting on activity offerings or proposing clubs and themes
- Classroom and group leaders, offering peer support, modeling expectations, and helping staff lead transitions or activities
- Student councils or planning groups, where upper elementary students collaborate on service projects, program celebrations, or showcase events
- Visual feedback systems (e.g., suggestion walls, “rose and thorn” boards, wish boxes) that invite even the youngest learners to contribute ideas

Leadership development is not limited to academic strengths—it is inclusive of creative, relational, and practical forms of leadership. Students may take the lead by:

- Teaching a favorite handwork or movement activity
- Facilitating a story circle
- Supporting a peer in resolving conflict
- Organizing a collaborative art or community project

Staff are trained to recognize and elevate emerging leadership among students of all backgrounds, cultures, and learning profiles. Leadership is encouraged as a practice, not a position—inviting every student to experience what it feels like to contribute, influence, and belong.

Partnerships with organizations such as the Boys & Girls Clubs of Sonoma-Marin and the Sonoma County Family YMCA may offer additional frameworks and mentoring structures to strengthen youth leadership opportunities across the program.

- Goal setting, peer mentoring, and student-led clubs
- Community service projects and campus stewardship
- Public speaking and group facilitation opportunities
- Time management, teamwork, and conflict resolution

The district designs a special “Kinder Academy” structure for its youngest students to support their early developmental needs. Activities focus on foundational skills in:

- Social-emotional development through play-based peer interaction, visual routines, and emotion recognition games
- Fine and gross motor coordination via handwork (e.g., finger knitting, sorting) and movement games
- Early literacy and numeracy using music, rhyme, story circles, and manipulatives
- Self-regulation and independence through calm-down zones, circle time, and self-directed center play
- Language development via storytelling, puppet shows, and dramatic play

TK–K group sizes remain small (10:1 or better), and instructional strategies are rooted in early childhood best practices, often led or supported by staff with specialized training in child development.

Partner organizations—including the Boys & Girls Clubs of Sonoma-Marin and Sonoma County Family YMCA—may contribute additional programming in early physical education, nutrition, and creative play, depending on site needs and staff expertise.

Students engage in targeted programming to develop new competencies across four core areas: Creative Expression, Character & Leadership, Academic Success, and Health & Life Skills. Examples include:

- Arts & Music residencies
- STEM and robotics rotations
- Youth leadership council activities
- Conflict resolution and decision-making skill building

All offerings are developmentally appropriate, project-based, and integrated with feedback from students and staff.

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.

Twin Hills Union School District's ELOP prioritizes the physical, emotional, and nutritional well-being of students through daily routines and intentional programming that promote healthy choices and lifelong wellness habits.

All ELOP participants are served nutritious meals and snacks aligned with federal and state nutrition guidelines through the district's participation in the Child and Adult Care Food Program (CACFP) and other authorized school meal programs. Meals are served in a safe, supportive, and unhurried environment, often paired with group huddles or reflective circles that support social connection and self-awareness.

Students engage daily in physical movement activities that support both physical health and social-emotional development. These include:

- Sports, games, and outdoor play
- Team challenges and cooperative physical activities
- Yoga, dance, and rhythm-based movement
- Obstacle courses and nature walks
- Movement breaks embedded throughout the program day

Health and wellness are also integrated through enrichment programming that includes:

- Cooking and nutrition lessons (e.g., Healthy Habits, garden-to-table activities)
- Social-emotional learning tools (e.g., calm corners, mindfulness strategies, “check-in” visual charts)
- Positive decision-making and conflict resolution skill-building
- Hygiene and body awareness (especially for TK–2 learners)

Whenever possible, Twin Hills makes intentional efforts to engage the expertise and availability of its classroom teachers in ELOP offerings, both during afterschool hours and summer programming. Teachers may lead or co-design enrichment modules that reinforce physical wellness, support SEL development, or integrate wellness into interdisciplinary learning. Additionally, local contractors and community providers with specialized skills—such as yoga instructors, artists, musicians, or garden educators—may be brought in to lead specific enrichment sessions, further diversifying and deepening the student experience.

Quiet time, hydration breaks, and access to calm-down spaces are embedded into the daily schedule to help students self-regulate and reset as needed. These strategies are especially important during full-day (9-hour) intersession programs, where rhythm, rest, and reflection are essential.

Potential partners, including the Sonoma County Family YMCA and Boys & Girls Clubs of Sonoma-Marín, may bring additional expertise in health and wellness programming such as:

- Group fitness and movement-based recreation
- Mindfulness and self-regulation workshops
- Cooking and healthy lifestyle clubs
- Relationship-building and youth leadership through character education

All wellness practices are inclusive and trauma-informed, supporting students of all abilities, backgrounds, and needs.

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.

Twin Hills Union School District is committed to ensuring that its Expanded Learning Opportunities Program (ELOP) reflects the rich diversity of the district’s families, is accessible to all eligible students, and delivers high-quality programming through an equity-informed lens.

ELOP enrollment is offered at no cost to all TK–6th grade students who qualify for free or reduced-price meals, English learners, and foster/homeless youth—ensuring compliance with priority access requirements. Additional students may participate based on staffing and capacity.

Inclusive Outreach and Enrollment

The district takes proactive steps to reach families from historically underserved communities, including:

- Multilingual communication (flyers, digital sign-ups, personal outreach)
- Collaboration with school site staff who know family needs directly
- Prioritization of students with transportation, housing, or caregiving barriers
- In-person registration support and translated family engagement events

Enrollment practices are equitable and transparent, and staff conduct case-by-case outreach for students who may benefit from expanded learning but are not yet participating.

Program Accessibility and Cultural Responsiveness

ELOP sites are ADA-compliant, welcoming, and designed to reflect the values of each school community. Programming is intentionally differentiated to meet students' unique learning needs, strengths, and identities. This includes:

- Visual schedules, calm-down corners, and scaffolded transitions
- Quiet zones and small-group spaces for sensory-sensitive students
- Culturally relevant materials and multilingual signage
- Opportunities for family and community cultural celebration

All staff receive orientation on inclusive practices, trauma-informed care, and behavior support strategies. Programming is sensitive to site culture and pedagogical philosophies, particularly where Waldorf or nature-based models are part of the school identity.

Staff and Partner Diversity

Twin Hills works to recruit a diverse group of ELOP staff reflective of the students and families they serve. When possible, the district leverages the expertise of classroom teachers, bilingual staff, and paraeducators who bring strong relationships and deep contextual understanding to the afterschool setting.

The district also intentionally incorporates local contractors and partners such as the Sonoma County Family YMCA and Boys & Girls Clubs of Sonoma-Marín, who offer culturally responsive programs, staff training, and wellness programming that complement the district's equity goals.

7— Quality Staff

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

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)]).*

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

Twin Hills Union School District prioritizes the recruitment, development, and retention of high-quality ELOP staff who reflect the values of the district and the diversity of the student population. The program's success relies on caring adults who understand the whole-child approach and are trained to create safe, inclusive, and engaging learning environments.

Recruitment and Staffing Strategy

The district employs a layered staffing model that integrates:

- Classroom teachers and specialists, when available, to lead enrichment aligned with student needs and district values
- Classified staff, paraeducators, and school-day child care staff, many of whom already support students on campus and bring continuity of care
- Local contractors and community partners with specialized expertise in movement, visual arts, handwork, nature, music, STEM, and wellness
- Staff from Boys & Girls Clubs of Sonoma-Marin and Sonoma County Family YMCA, offering trained youth development professionals and site coordination

Twin Hills Union School District, as a local educational agency (LEA), is qualified to operate its Expanded Learning Opportunities Program without requiring a separate state child care license, consistent with CDE guidance for ELOP implementation. All program components are administered in accordance with school safety standards and district-approved facilities usage.

The district ensures that staff-to-student ratios comply with ELOP guidelines, maintaining a 10:1 ratio for TK–K and a maximum 20:1 ratio for grades 1–6. All adults working in the program undergo fingerprint clearance, TB screening, and mandatory training prior to student contact.

Training and Professional Learning

All ELOP staff receive consistent onboarding and professional development aligned with:

- California Quality Standards for Expanded Learning
- Twin Hills' instructional values and wellness goals
- Site-specific practices and school culture

Required training includes:

- Health and safety protocols, including CPR/First Aid, emergency response, mandated reporting, and communicable disease precautions
- Child development and behavior guidance, with trauma-informed and restorative practices that embrace inclusive strategies

- Social-emotional learning (SEL) and de-escalation tools
- Engagement strategies for TK–6 learners, including movement, handwork, storytelling, and project-based learning

Ongoing professional learning occurs through:

- In-service collaboration with school-day educators
- Cross-site learning among ELOP team members
- Coaching and feedback from site leaders and ELOP coordinators
- Partner-led training (e.g., YMCA wellness or BGC youth leadership workshops)

The district views ELOP as both a pathway for student enrichment and a pipeline for educator development, supporting classified staff and child care providers in pursuing further credentials or enrichment specializations.

8— Clear Vision, Mission, and Purpose

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

The vision of the Twin Hills Union School District Expanded Learning Opportunities Program is to ensure that every TK–6th grade student has access to joyful, inclusive, and developmentally rich experiences that extend learning, promote wellness, and build community beyond the traditional school day.

Vision

To create a unified, districtwide expanded learning program that:

- Honors the unique culture and identity of each school site
- Promotes whole-child development through movement, creativity, leadership, and inquiry
- Builds consistent, trusting relationships between students and caring adults
- Reduces opportunity gaps and supports equity across our learning community

Mission

The ELOP at Twin Hills exists to:

- Extend the values of the school day into afterschool and summer time through play, enrichment, and relationship-centered learning
- Provide students with safe, structured, and imaginative environments in which to grow academically, socially, emotionally, and physically

- Partner with community organizations—including the Boys & Girls Clubs of Sonoma-Marin and the Sonoma County Family YMCA—to deliver high-quality enrichment and support
- Engage district teachers, child care staff, paraeducators, and local specialists as leaders in creating developmentally responsive programming
- Ensure that our most underserved students have meaningful access to extended learning opportunities, and that every child feels seen, valued, and supported

Program Goals

The Twin Hills ELOP is committed to achieving the following measurable goals:

1. **Access & Equity:** Ensure that 100% of eligible TK–6 students in priority groups (FRPM, EL, Foster/Homeless) are offered enrollment in no-cost afterschool and summer programming
2. **Engagement:** Maintain consistent program attendance with a goal of 70%+ average participation among enrolled students
3. **Whole-Child Development:** Provide all students with weekly opportunities to build skills in at least three domains: creative expression, movement/wellness, and academic enrichment
4. **Staff Development:** Ensure 100% of ELOP staff complete required professional learning and participate in at least two site-based trainings annually
5. **Family & Community Connection:** Offer a minimum of two family-facing engagement opportunities per site each year to showcase student learning and strengthen program visibility

These goals are reviewed annually and aligned with the district’s LCAP, school site plans, and community priorities. As the district continues to grow its partnerships and capacity, ELOP remains a key strategy for ensuring educational equity, wellness, and joyful learning across the district.

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.*

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 success of the Twin Hills Union School District's Expanded Learning Opportunities Program is rooted in meaningful collaboration across school sites, families, and community-based organizations. ELOP is designed and delivered as a true partnership model, drawing on the strengths, relationships, and expertise of multiple contributors who share a commitment to student wellness, equity, and joyful learning.

Key Partners and Roles

Boys & Girls Clubs of Sonoma-Marín (BGC):

The BGC brings extensive experience in youth development, positive behavior supports, and enrichment programming aligned to California's Quality Standards for Expanded Learning. BGC staff may serve as site leads, enrichment instructors, and support personnel—contributing programming in areas such as physical fitness, STEM, literacy, and character development. Their staffing model provides consistency, clear communication, and built-in quality monitoring.

Sonoma County Family YMCA:

The YMCA offers expertise in health and wellness education, cooperative physical activity, and whole-child development. Potential areas of contribution include yoga and mindfulness, group fitness, nutrition and cooking clubs, and team-based recreation. The Y may also provide professional development for staff and supports for inclusive, trauma-informed practices.

Twin Hills District Teachers and Classified Staff:

Whenever possible, the district engages its own classroom teachers, paraeducators, and child care staff to lead ELOP activities. Their deep understanding of students, families, and site culture makes them ideal facilitators for high-impact programming. Teachers may lead clubs in handwork, outdoor science, visual arts, language arts, and SEL.

Local Contractors and Community Educators:

Twin Hills also partners with local specialists to enhance program offerings in areas such as music, nature education, gardening, storytelling, and visual arts. Contractors are selected based on alignment with the district's values, site needs, and program philosophy.

Collaboration and Communication Structures

To ensure high-quality, coordinated programming, Twin Hills:

- Hosts regular planning meetings with community partners and site coordinators
- Shares common tools for student safety, behavior expectations, and parent communication
- Offers site-based coaching and feedback to all providers

- Includes partner voices in annual program review and development

Shared Commitments

All ELOP partners are expected to uphold:

- A commitment to inclusive, trauma-informed, and equity-centered practices
- Alignment with district instructional values, including rhythm, developmental responsiveness, and child-led learning
- Full participation in required training and safety protocols
- Clear communication and mutual accountability as outlined in thoughtful, written Memoranda of Understanding (MOUs) developed collaboratively with each key partner, such as the Boys & Girls Clubs of Sonoma-Marin, Sonoma County YMCA, and other community contractors as appropriate.

Together, these partnerships ensure a vibrant, unified ELOP that serves the needs of all Twin Hills learners while honoring the unique spirit of each school site.

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.

Twin Hills Union School District is committed to using continuous quality improvement (CQI) as a central strategy to strengthen and sustain its Expanded Learning Opportunities Program. Guided by the California Quality Standards for Expanded Learning, CQI is embedded into the planning, implementation, and reflection processes across all sites.

CQI at Twin Hills is collaborative, inclusive, and cyclical, engaging input from students, families, school staff, and community partners to drive decisions and refine program delivery.

CQI Cycle and Practices

Each year, the district engages in a multi-step CQI cycle that includes:

1. **Assess:**
 - Student surveys and feedback forums (age-appropriate and site-specific- i.e. Youth Truth)

- Staff self-assessments and site-level reflection tools
- Family input via surveys and listening sessions
- Partner input from BGC, YMCA, and other contracted providers
- Review of attendance, participation rates, and academic indicators

2. **Plan:**

- Site-based CQI planning meetings that use assessment findings to identify areas of strength and growth
- Goal-setting aligned with the Quality Standards and district priorities
- Adjustments to staffing, training, program content, or scheduling based on findings

3. **Improve:**

- Implementation of revised strategies and professional development
- Ongoing coaching and support from site leaders and district ELOP coordinators
- Public sharing of progress and areas of focus with school leadership and stakeholders

LCAP and Strategic Alignment

ELOP priorities and CQI outcomes are integrated into the district's Local Control and Accountability Plan (LCAP) to ensure coherence across systems. Twin Hills intentionally aligns ELOP strategies with LCAP goals related to equity, student engagement, whole-child wellness, and academic enrichment. Key metrics—such as participation by unduplicated pupil groups, student attendance, and family engagement—are tracked and reported alongside other LCAP indicators to promote transparency and continuous districtwide improvement.

Stakeholder Voice

The district intentionally integrates feedback from:

- **Students**, through group huddles, suggestion boxes, and peer leadership input
- **Families**, through surveys, informal check-ins, and engagement events
- **Staff**, through monthly debriefs and feedback circles
- **Partners**, through MOU check-ins, performance rubrics, and shared planning meetings

These perspectives ensure the ELOP remains relevant, effective, and reflective of the community it serves.

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.*

Twin Hills Union School District manages its Expanded Learning Opportunities Program (ELOP) with strong coordination, transparent oversight, and alignment to districtwide systems. Program management emphasizes site-level flexibility within a cohesive, equity-focused framework grounded in state guidelines and community needs.

Governance and Oversight

ELOP is led by the district superintendent or designee, who oversees overall compliance, alignment with the Local Control and Accountability Plan (LCAP), and reporting requirements to the California Department of Education (CDE). A designated ELOP Coordinator provides daily operational oversight, partner coordination, and program quality assurance.

Program management also involves:

- Collaboration with school principals at Apple Blossom and SunRidge campuses to ensure ELOP programming reflects each site's values, instructional culture, and student needs
- Inclusion of the Twin Hills Middle School principal, particularly in planning and outreach for 6th grade students participating in afterschool and intersession offerings
- Regular communication with fiscal services to ensure accurate budget planning, DBAS compliance, and use of funds for allowable purposes
- Annual updates to the Board of Trustees on ELOP implementation, outcomes, and areas for growth

Labor Relations and Collaboration

Twin Hills Union School District values its strong working relationships with labor partners, including the teachers' association and classified employees' union. The district proactively communicates with its bargaining unit when ELOP implementation intersects with working conditions, staffing assignments, or compensation. All ELOP-related roles, responsibilities, and schedules are developed in alignment with current collective bargaining agreements,

and the district seeks to ensure that participation in expanded learning offerings is both voluntary and mutually beneficial for union and non-union represented staff.

Staff Supervision and Communication

ELOP staff—including district teachers, classified staff, YMCA/BGC partners, and local contractors—are supervised in coordination with site principals and the district’s ELOP coordinator. All staff are onboarded with:

- Fingerprint and TB clearance
- Job-specific roles and responsibilities
- Clear communication protocols and reporting structures
- Professional development expectations

Daily check-ins, monthly debriefs, and feedback loops help resolve site-level issues and promote a culture of shared accountability and support.

Twin Hills ensures careful fiscal stewardship of ELOP funds, using them in accordance with CDE and auditor guidance. The district:

- Prioritizes unduplicated students while ensuring broader access where capacity allows
- Builds program structure around existing site-based child care staffing to maximize efficiency
- Invests in training and partnerships that support long-term sustainability
- Monitors attendance and staffing costs to refine scheduling and delivery models

The district actively explores braiding other funding sources—such as Title I, Educator Effectiveness, or local enrichment funds—to sustain and expand programming beyond ELOP allocations.

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 Twin Hills Union School District has allocated an annual estimated ELOP budget of \$339,000 to support high-quality expanded learning programs across our elementary sites. This includes both state ELOP apportionments and supplemental in-kind contributions from community partners such as the Sonoma County YMCA, Boys & Girls Clubs of Sonoma-

Marin, River to Coast Children's Services, and local Rotary Clubs. These cost-share contributions include staffing, facilities use, materials, and co-sponsored enrichment events, which collectively enhance program depth and reach.

Our budget reflects the unique needs of our student population and broader community by aligning funding with the following priorities:

- **Equity & Access:** Significant investments are directed toward transportation and staffing to ensure that students from all geographic and socioeconomic backgrounds can participate fully. We prioritize access for English learners, students with disabilities, foster youth, and those experiencing homelessness by offering free daily programming, personalized supports, and adaptive services.
- **Enrichment & Wellness:** Funds support a range of whole-child enrichment activities, including garden-based learning, visual and performing arts, water safety education (offered in partnership with Sonoma County Aquatic Safety Coalition).
- **Academic Support & Literacy:** Dedicated funding is allocated for credentialed teachers and intervention specialists who provide academic reinforcement, including evidence-based literacy instruction across all grade levels. We also leverage local volunteers and retired educators to implement reading buddy programs that complement classroom learning.
- **Family Engagement & Capacity Building:** Our budget includes stipends and materials for monthly family workshops, wellness events, and parenting classes. These sessions are often co-hosted with community organizations and designed to promote resilience, cultural connection, and school-home partnership.
- **Program Infrastructure & Evaluation:** We have reserved a portion of the budget for coordination, training, and continuous improvement efforts. This includes funding for an ELOP coordinator, professional development, student/family feedback collection, and data-informed adjustments throughout the year.

The budget was developed collaboratively with site leaders, staff, and community partners, and is reviewed each semester by our Expanded Learning Advisory Team (i.e. Cabinet). We are committed to maintaining transparency and ensuring that investments translate into meaningful student outcomes, family engagement, and long-term program sustainability.

Data and Compliance

Twin Hills uses data systems to:

- Track student enrollment, participation, and demographic information
- Monitor attendance and average daily attendance (ADA) reporting
- Document staff assignments and qualifications

- Meet state and local program reporting requirements

Looking Ahead

Program management includes intentional planning for growth, including:

- Expanding intersession (non-school day) offerings
- Deepening collaborations with school-day instructional teams
- Increasing family engagement
- Strengthening program visibility across the community

Twin Hills views ELOP as a critical lever for whole-child development, staff growth, and equity. As the district continues to refine and expand its offerings, strong management will ensure that ELOP remains rooted in purpose, accountable to stakeholders, and responsive to the needs of all learners.

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

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])