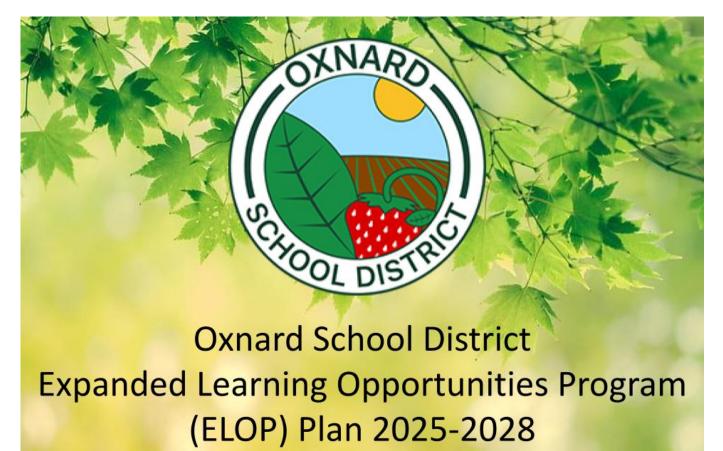# Expanded Learning Opportunities Program Plan Guide

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

Oxnard School District
Expanded Learning Opportunities Program
(ELOP) Plan 2025-2028
Board Meeting: April 2, 2025

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:Oxnard School District
Contact Name: Dr. Ana DeGenna
Contact Email: adegenna@oxnardsd.org
Contact Title: Superintendent
Contact Phone: 805-385-1501

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. Cesar E. Chavez Elementary

2. Christa McAuliffe Elementary

3. Curren Elementary

4. Dr. Manuel M. Lopez Academy

5. Driffill Elementary

6. Elm Street Elementary

7. Emily Ritchen Elementary

8. Fremont Academy of Environmental Science and Innovative Design

9. Harrington Elementary

10. Juan Lagunas Soria

11. Kamala Elementary

12. Lemonwood Elementary

13. Marina West Elementary

14. McKinna Elementary

15. Norman R. Brekke Elementary

16. R. J. Frank Academy of Marine Science & Engineering

17. Ramona Elementary

18. Rose Ave. Elementary

19. Sierra Linda

20. Thurgood Marshall Elementary

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7.

8.

Governing Board Approval Date: March 2022
Review/Revision Date: March 2025
Review/Revision Date:

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.

Program Location & Student Accessibility

•   On-Campus Implementation: The program is available at all 20 schools in the district, ensuring accessibility for students without requiring additional transportation.

•   Closed Campus Policy: To maintain a secure environment, campuses remain closed during program hours, with supervised entry and exit.

Creating a Safe and Supportive Environment

•   Staff Training: Program staff receive training in CHAMPS classroom management and the Search Institute Relationship Framework to foster positive student relationships.

•   Social-Emotional Learning (SEL): Staff and counselors conduct SEL lessons to help students develop emotional intelligence, resilience, and social awareness.

•   Physical & Mental Well-being: The program integrates a "Fun for All" philosophy, incorporating non-competitive physical activities using the SPARK curriculum to promote fitness and inclusivity.

Safety Measures & Incident Reporting

•   Emergency Preparedness: Staff undergo CPR and first-aid training and are prepared to administer EpiPens when necessary.

•   Emergency Drills: The program conducts fire, earthquake, and intruder drills

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regularly in collaboration with school administration.

- Incident Documentation: Any injuries or safety incidents are thoroughly documented, including witness statements, and reported to families and district personnel immediately.

- Daily Student Attendance & Sign-Out Procedures: Staff track attendance, and students must be signed out by an authorized guardian with verified identification.

Supervision & Communication

- Site Coordinators & Staff Identification:

o All staff wear badges and uniforms for easy recognition.

o Visitors must enter through the main office and obtain a visitor badge before accessing the campus.

- Radio Communication: Staff are equipped with hand radios for efficient communication across the campus.

Health Records & Compliance

- Health & Safety Regulations: The program aligns with district policies, requiring volunteers and staff to complete fingerprinting and TB testing before participating.

- Medical Support: Health records are maintained to ensure students with medical needs receive proper care.

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 (ELOP) in the Oxnard School District ensures an emotionally safe and supportive environment by incorporating Social-Emotional Learning (SEL) and prioritizing student well-being. The program is supported by five dedicated ELOP counselors, who provide SEL lessons, emotional support, and conflict resolution strategies, helping students develop self-awareness, resilience, and positive relationships. Additionally, the district partners with SALUS, a company founded by retired police officers, to provide safety training for staff, including lockdown drills, ensuring a secure and prepared campus environment.

To further support student health and wellness, ELOP consults with district nurses to oversee student health needs, ensuring a safe and responsive approach to medical concerns. Paraeducators are available to support students with disabilities or specific health needs, providing individualized assistance to ensure every child has access to the program's opportunities. The program also collaborates with school site

administration, counselors, and psychologists to address the diverse needs of students. Additionally, licensed clinicians work directly with students, offering specialized mental health support as needed.

Staff receive comprehensive training in recognizing suicidal ideation, bullying prevention, de-escalation techniques, student engagement strategies, first aid and CPR, lockdown procedures, equity and LGBTQ+ inclusion, mandated reporting, harassment prevention, and workplace violence intervention. Staff are also trained in CHAMPS classroom management and the Search Institute Relationship Framework, fostering positive student-staff relationships that create a sense of trust and belonging. The program implements Positive Behavioral Interventions and Supports (PBIS) to encourage respectful interactions and emotional regulation. Through structured activities, clear safety protocols, and a team of trained professionals, ELOP provides students with an environment where they feel emotionally secure, supported, and empowered to thrive.

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 (ELOP) in the Oxnard School District provides students with active and engaged learning experiences that supplement, but do not duplicate, the instructional day. The program incorporates hands-on, experiential learning activities designed to enhance critical thinking, creativity, collaboration, and communication skills. Students participate in a variety of enrichment activities, including STEAM (Science, Technology, Engineering, Arts, and Math), literacy development, math games, physical education, and nutrition education. These activities are intentionally structured to build upon concepts learned during the school day in an engaging and interactive way.

The program also offers special enrichment activities focused on student interests, such as dance, music, theater, engineering, and visual arts, fostering creativity and self-expression. Students are provided with opportunities to explore leadership roles, work collaboratively on projects, and engage in inquiry-based learning, which encourages problem-solving and deeper understanding of real-world applications. Field trips, community events, and sports activities further extend learning by providing students with real-world experiences that promote teamwork, physical activity, and civic engagement. These events may include theater performances, college visits, sporting events, and community service projects, allowing students to connect with their broader community and explore potential career pathways.

Additionally, students have dedicated homework support time, allowing them to work on assignments in a structured, quiet environment with guidance from trained staff. This ensures they receive academic support without duplicating classroom instruction. The program also incorporates Social-Emotional Learning (SEL) through relationship-building activities, team-based projects, and structured play, helping students develop emotional intelligence and interpersonal skills.

By integrating enrichment, exploration, hands-on learning opportunities, community engagement, and sports, along with homework support, ELOP ensures that students remain actively engaged beyond the school day, fostering a love for learning while supporting their academic, social, and emotional development.

3—Skill Building

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

Academic Skill Development

•	Students build literacy and math skills through hands-on activities such as reading, writing projects, math games, and problem-solving exercises.

•	Homework support is provided daily, allowing students to practice and reinforce skills learned during the school day.

•	STEAM (Science, Technology, Engineering, Arts, and Math) activities engage students in inquiry-based learning, fostering curiosity and critical thinking.

•	English Learners (ELs) develop academic language and vocabulary through art projects and structured discussions.

Social-Emotional and Interpersonal Skills

•	Students participate in Social-Emotional Learning (SEL) lessons, helping them build skills in self-awareness, emotional regulation, and conflict resolution.

•	Counselors provide coaching and mentoring, reinforcing decision-making and relationship-building skills.

•Group activities encourage students to collaborate, communicate effectively, and develop leadership abilities.

Problem-Solving and Critical Thinking

•	The program emphasizes experience-based learning, where students apply problem-solving strategies to real-world situations.

•	Activities are designed to develop creativity, communication, and teamwork, essential for both academic and personal growth.

•	Students engage in STEM challenges, project-based learning, and interactive games that enhance logical reasoning and adaptability.

Career Exploration and Practical Skills

•	Enrichment activities expose students to various career paths, helping them develop foundational skills for future success.

•	The summer program provides immersive experiences in writing, STEAM, and field trips, allowing students to connect learning with real-world applications.

•	Students gain exposure to college readiness skills, including goal-setting, time management, and academic planning.

Physical and Wellness Skills

•	Daily physical education and recreation activities promote teamwork, coordination, and healthy lifestyle habits.

•	Students engage in nutritional education, learning about healthy eating choices and meal preparation.

Personalized Skill Development

•	Teacher liaisons and counselors analyze academic and social-emotional data to tailor skill-building activities to individual student needs.

•	Specialized interventions support students with disabilities, English Learners, and those needing additional academic reinforcement.

Through structured lessons, hands-on experiences, and personalized support, the ELO-P ensures students develop the critical skills needed for academic success, personal growth, and future career readiness.

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 Expanded Learning Opportunities Program (ELO-P) is dedicated to empowering students through leadership opportunities, mentorship roles, and active participation in program development. Students are encouraged to take ownership of their learning environment, engage in meaningful leadership experiences, and contribute to the continuous improvement of the program.

Student Leadership Opportunities

•	Activity Leadership – Older students take on leadership roles by organizing and leading Fun Friday activities, recreation sessions, and group discussions.

•	Peer Mentorship – Students mentor younger peers in academic support, social-emotional development, and enrichment activities, fostering a culture of collaboration and guidance.

•	Leadership Clubs – Students participate in leadership organizations that provide structured opportunities for growth, including:

o   Superintendent Fellows

o   Principal Fellows

o   Student Leaders

o   WEB (Where Everybody Belongs)

o   Friday Night Live

o   Associated Student Body (ASB)

o   Yearbook Club

o   School Beautification Committee

These clubs encourage student-led projects, school engagement, and community involvement by giving students a platform to voice their ideas and lead initiatives that impact their school environment.

•   Service Learning Projects – Students identify social issues and develop action plans to address them, implementing projects focused on environmental awareness, social justice, and school improvements.

Incorporating Student Voice in Program Design and Improvement

•   Student Surveys & Feedback – Regular surveys allow students to suggest new activities, request program changes, and provide feedback on existing offerings.

•   Youth Advisory Committees – Students participate in program decision-making meetings where they discuss ways to improve the expanded learning environment.

•   Quality Assessment Involvement – Students engage in program evaluation through:

o   Focus groups to discuss program effectiveness.

o   Self-assessments reflecting on their leadership growth and learning experiences.

o   Collaborating with staff to implement improvements based on student needs and preferences.

Developing Future Leaders

•   Public Speaking and Advocacy – Students develop confidence through public speaking opportunities, advocacy presentations, and project showcases that allow them to articulate their ideas and inspire change.

•   Speech Competitions – Students participate in structured speech and debate competitions, strengthening their communication skills, critical thinking, and ability to

present persuasive arguments.

•   Career Exploration and Leadership Development – Students gain insight into leadership roles and career paths through workshops, guest speakers, and field trips.

By empowering students with leadership roles, mentorship opportunities, and decision-making power, ELO-P ensures that students are active contributors to their learning environment, fostering confidence, responsibility, and a sense of ownership in their education.

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 Expanded Learning Opportunities Program (ELO-P) is committed to promoting student health and well-being by incorporating nutrition education, physical activity, and social-emotional wellness into daily programming. The program fosters lifelong healthy habits by providing nutritious meals, structured fitness activities, and lessons on making positive lifestyle choices.

Nutrition and Healthy Eating

•   Nutritious Meals and Snacks – The Child Nutrition Services Department provides meals that comply with USDA guidelines, ensuring students receive balanced, nutritious options during ELO-P hours.

•   Supper Program – During the school year, the afterschool program provides a daily supper meal to all participating students.

•   Expanded Meal Service for Camps – During non-school days, such as spring and summer camps, students are provided with breakfast, lunch, and supper, ensuring they have access to nutritious meals throughout the day.

•   Adequate Meal Time – Students are given sufficient time to eat and enjoy their meals, ensuring they develop healthy eating habits and do not feel rushed.

•   Hydration Access – Water stations and bottle refill stations are located in each school's cafeteria to encourage proper hydration.

•   Healthy Eating Education – Students participate in nutrition-focused lessons such as:

o   ReThink Your Drink (reducing sugar intake)

o   Fun and Healthy Snacking (making better snack choices)

o   Balanced Meals (learning about portion sizes and food groups)

o   Hands-on cooking activities to teach students how to prepare simple, nutritious meals.

•   Staff Modeling Healthy Behaviors – Program staff are encouraged to demonstrate healthy eating habits and engage in discussions about making smart food choices.

Physical Activity and Fitness

•   Daily Physical Activity – Students engage in at least 30 minutes of structured physical activity daily, ensuring they stay active and develop fitness habits.

•   SPARK Curriculum for After School – The program utilizes SPARK (Sports, Play, and Active Recreation for Kids) to provide fun, engaging, and developmentally appropriate physical activities.

•   Fun for All Program – This non-competitive sports model ensures all students can participate in physical activities regardless of skill level.

•   Organized Recreational Games – Students take part in structured games such as soccer, basketball, relay races, and dance, encouraging teamwork, coordination, and fitness.

•   Mindfulness and Movement – Activities like yoga, stretching, and breathing exercises support mental and physical well-being, helping students manage stress and build focus.

•   Outdoor Play and Free Movement – In addition to structured activities, students are provided with opportunities for free play to explore movement in a way that suits their interests.

Social-Emotional and Wellness Development

•   SEL Integration – The program incorporates social-emotional learning (SEL) to help students make positive choices, build resilience, and develop self-care habits.

•   Counselor-Led Workshops – Students participate in guided discussions on topics such as stress management, healthy relationships, and self-confidence.

•   Bullying Prevention and Positive Interactions – Lessons on respect, kindness, and digital safety promote positive peer relationships and healthy social behaviors.

Commitment to a Healthy Lifestyle

The ELO-P ensures that all students have access to healthy meals, engaging physical activities, and opportunities to develop lifelong wellness habits. By integrating nutrition education, fitness, and social-emotional learning, the program fosters a holistic approach to health and well-being, empowering students to make informed and healthy choices for their future.

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 Expanded Learning Opportunities Program (ELO-P) is designed to ensure that all students, regardless of background, language, or ability, have equitable access to enriching learning experiences. The program fosters cultural inclusivity, linguistic diversity, and accessibility by intentionally structuring activities, staff training, and student support systems to reflect the diverse needs of the community.

Cultural and Linguistic Diversity

•   Culturally Responsive Programming – Activities incorporate multicultural themes, literature, art, and history, allowing students to see themselves reflected in the curriculum and learn about different cultures.

•   Bilingual and Multilingual Support – The program recruits bilingual staff to assist English Learners (ELs), ensuring language is not a barrier to participation. Activities are structured to support English development while valuing students' home languages.

•   Diverse Representation in Staff and Materials – Staff recruitment prioritizes individuals who reflect the cultural and linguistic diversity of the community, and learning materials include diverse perspectives and voices.

•   Student-Led Cultural Events – Students have opportunities to celebrate and share their heritage through cultural showcases, international festivals, and storytelling activities that highlight traditions, languages, and histories.

Equity in Access to Opportunities

•   Priority Enrollment for Underserved Students – Foster youth, homeless students, low-income students, and ELs receive priority placement to ensure access to expanded learning programs.

•   No-Cost Participation – The program is free of charge, eliminating financial barriers that might prevent students from participating.

•   Flexible Scheduling – The program offers a variety of enrichment options, allowing students with different needs, interests, and availability to engage meaningfully.

Inclusion and Accessibility for Students with Disabilities

•   Individualized Support Plans – The program works closely with school-day teams, including special education teachers and support staff, to ensure students with disabilities have the necessary accommodations and modifications.

•   Specialized Staff Training – Staff receive training in inclusive practices, differentiated instruction, and behavior support strategies to effectively serve students with disabilities.

• Adaptive Materials and Equipment – The program provides sensory-friendly resources, assistive technology, and modified activities to support students with varying needs.

• Paraprofessional Support – Paraprofessional support is available upon consultation to assist students who require individualized accommodations.

• Accessible Facilities – Program locations comply with ADA requirements, ensuring physical accessibility for all students.

Fostering an Inclusive and Equitable Learning Environment

• Equity-Focused Training for Staff – Staff participate in professional development on cultural competence, implicit bias, and inclusive teaching strategies.

• Student Voice in Program Development – Students provide input on programming through surveys, leadership clubs, and advisory groups, ensuring activities align with their diverse backgrounds and interests.

• Community and Family Engagement – Families are invited to multilingual workshops, parent advisory meetings, and cultural events, fostering a school-community partnership that values all voices and perspectives.

Commitment to Diversity, Access, and Equity

ELO-P is dedicated to ensuring all students, including English Learners, students with disabilities, and those from diverse cultural backgrounds, have access to high-quality, inclusive, and equitable expanded learning opportunities. Through intentional programming, specialized support, and a commitment to cultural awareness, the program provides a safe and welcoming space where all students can thrive, learn, and celebrate their identities.

7—Quality Staff

Staff Engagement

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

The Expanded Learning Opportunities Program (ELO-P) prioritizes high-quality staffing to ensure students receive meaningful engagement, guidance, and support from qualified, well-trained, and dedicated professionals. The program recruits, trains, and retains staff who create a positive, enriching, and safe learning environment for all students.

Recruitment and Hiring of Quality Staff

• Active Recruitment – The program continuously seeks passionate and skilled professionals through partnerships with local colleges, career academies, and community organizations.

•   Para-Educator Qualified Staff – All staff meet Para-Educator qualifications as outlined by Education Code requirements.

•   Diverse and Culturally Representative Hiring – The program actively recruits staff who reflect the linguistic and cultural diversity of the students they serve.

•   Volunteer and Internship Opportunities – High school and college students interested in education and youth development are encouraged to volunteer or intern, creating a pathway to future employment in the program.

Comprehensive Staff Training and Professional Development

•   Teachers on Special Assignment (TOSAs) – TOSAs provide specialized training and ongoing professional development for ELO-P staff, ensuring they are equipped with the necessary skills to support students effectively. TOSAs work directly with program staff to offer coaching, curriculum guidance, and instructional support.

•   Ongoing Training – Staff participate in monthly professional development sessions to enhance skills in classroom management, student engagement, social-emotional learning, and instructional strategies.

•   First Aid and CPR Certification – All ELO-P staff are trained in First Aid and CPR, ensuring they can respond to student health and safety needs.

•   Classroom Management and Behavior Support – Staff receive training in Positive Behavioral Interventions and Supports (PBIS) to foster a structured, supportive learning environment.

•   Mentorship and Coaching – Site coordinators, teacher liaisons, and lead staff mentor and support frontline staff, ensuring high-quality student interactions and instructional delivery.

Opportunities for Student Engagement with Quality Staff

•   Low Student-to-Staff Ratios – Maintaining small group sizes ensures that students receive individualized attention and can build meaningful relationships with staff.

•   Credentialed Teacher Support – Regular day teachers act as liaisons, assisting with academic support, curriculum planning, and staff coaching.

•   Specialized Enrichment Instructors – The program partners with community experts in areas such as STEM, arts, music, and physical education to provide students with high-quality enrichment experiences.

•   Consistent Staff Presence – Staff members build strong relationships with students through daily interactions, creating a safe, welcoming, and engaging after-school environment.

Commitment to Staff Excellence and Continuous Improvement

• Collaboration with School-Day Staff – ELO-P staff work closely with school administrators and teachers to align afterschool activities with students' academic and social-emotional needs.

• Feedback and Evaluation – Staff regularly reflect on their practices, participate in performance reviews, and receive feedback to continuously enhance program quality.

• Career Growth Opportunities – The program provides pathways for professional advancement, encouraging staff to pursue leadership roles within ELO-P.

Through rigorous training, intentional hiring, and a commitment to professional growth, ELO-P ensures that students engage with high-quality staff who foster a supportive and enriching learning environment.

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 Opportunities Program (ELO-P) ensures that all staff meet the required qualifications and safety standards to provide a safe, structured, and high-quality learning environment for students.

Minimum Qualifications for Instructional Aides

• All instructional aides must meet Para-Educator qualifications as required by the Local Educational Agency (LEA) and Education Code Section 46120(b)(2)(D).

• Staff must meet one or more of the following requirements:

o Completion of 48 semester units of college coursework from an accredited institution.

o An Associate's Degree (or higher).

o Successful passage of a district-approved instructional aide assessment demonstrating competency in reading, writing, and mathematics.

• Bilingual aides are highly encouraged and preferred to support English Learners (ELs).

Health and Safety Screening for Staff

To ensure a safe and secure environment, all staff members undergo a comprehensive health and safety screening process, which includes:

• Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) Background Checks – All employees must pass criminal background clearance before

working with students.

•   Tuberculosis (TB) Screening – Staff members are required to undergo TB risk assessments and testing as mandated by the LEA.

•   First Aid and CPR Certification – All staff receive First Aid and CPR training, ensuring they are prepared to handle student health and safety needs.

•   Mandatory Reporter Training – Staff complete training on child abuse prevention and mandatory reporting laws, ensuring student safety and well-being.

Maintaining Minimum Staffing Ratios

The program adheres to state-mandated student-to-staff ratios to ensure adequate supervision and quality engagement:

•   Grades TK-K: 1 staff member per 10 students.

•   Grades 1-8: 1 staff member per 20 students.

•   Special Considerations for Students with Disabilities: Additional paraprofessional support is available upon consultation to meet student needs.

Commitment to Staffing Excellence

To maintain a high-quality staff, ELO-P ensures:

•   Continuous Recruitment and Hiring – The program actively recruits qualified candidates through partnerships with local colleges, career academies, and school districts.

•   Ongoing Professional Development – Staff participate in monthly training sessions to enhance classroom management, instructional strategies, and student engagement techniques.

•   Retention Strategies – The program prioritizes competitive pay, professional growth opportunities, and a supportive work environment to retain skilled staff.

By maintaining rigorous hiring standards, safety protocols, and appropriate staffing ratios, ELO-P ensures that students receive high-quality support, supervision, and instruction in a safe and enriching learning environment.

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 Expanded Learning Opportunities Program (ELO-P) is committed to equipping

staff with the skills, knowledge, and resources necessary to engage and enrich students effectively. Through comprehensive training, coaching, and professional development opportunities, staff are empowered to provide high-quality expanded learning experiences.

Comprehensive Staff Training Plan

•   Pre-Service Training – All staff participate in onboarding training before beginning their roles to ensure they understand program expectations, student engagement strategies, and safety protocols.

•   Ongoing Professional Development – Staff receive monthly training sessions focused on key areas such as:

o   Classroom management and student behavior support

o   Social-emotional learning (SEL) strategies

o   Academic enrichment and instructional best practices

o   Equity, inclusion, and culturally responsive teaching

o   Conflict resolution and student relationship building

Tools and Resources for Staff Development

•   Teachers on Special Assignment (TOSAs) – Dedicated TOSAs work directly with ELO-P staff, providing training, coaching, and instructional support to improve student engagement and enrichment activities.

•   Site Coordinator and Peer Coaching – Staff receive mentorship and on-the-job coaching from experienced site coordinators and lead staff.

•   Collaborative Learning Communities – Staff participate in professional learning communities (PLCs) where they share best practices and problem-solve challenges.

•   Access to Digital Learning Tools – Staff are provided with curriculum resources, lesson plans, and technology-based instructional materials to enhance student learning.

Staff Development Days

•   Per EC Section 46120(b)(8), the ELO-P program may close for up to three days per year for staff training and development. These days allow for in-depth professional learning, hands-on workshops, and team-building activities.

•   Training days are scheduled on instructional or non-school days to minimize disruption to student learning while maximizing staff preparedness.

Commitment to Staff Growth and Excellence

•   Ongoing Feedback and Evaluation – Staff receive regular feedback and performance assessments to support professional growth.

•   Pathways for Advancement – The program encourages staff to pursue leadership roles within ELO-P by offering career growth opportunities and additional certifications.

•   Engagement in Continuous Quality Improvement (CQI) – Staff participate in self-assessments and program evaluations to ensure that professional development aligns with student needs.

By investing in ongoing training, mentorship, and structured professional development, ELO-P ensures that staff are well-prepared, highly skilled, and continually improving, leading to better student outcomes and a high-quality expanded learning environment.

8—Clear Vision, Mission, and Purpose

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

Vision

CHANGING THE WORLD!

Nurturing inspired, accomplished, multilingual global citizens through enriched learning experiences in school and beyond.

Mission

the Expanded Learning Opportunity Program will support the Oxnard School District mission to champion students development of twenty-first century skills through activities which promote communication, collaboration, critical thinking and creativity, supporting the development towards the specific strand of each site.

Purpose and Goals

The purpose of ELO-P is to expand learning beyond the instructional day by offering structured, student-centered programs that:

1. Align with the regular day

2. Academic focus on writing applications, reading comprehension, algebra functions and geometry.

3. Provide enrichment and physical activities

4. Develop a connection to the community.

Through intentional programming, strong partnerships, and a commitment to student success, ELO-P provides transformative learning experiences that equip students with the skills, knowledge, and confidence to thrive academically and

personally.

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.

The Expanded Learning Opportunities Program (ELO-P) actively engages students and families in the planning, development, and continuous improvement of the program to ensure it meets the needs and interests of the community.

Student and Family Involvement in Program Planning

•   Surveys and Feedback Forms – Families and students complete surveys throughout the year to share preferences, interests, and suggestions for program activities and services.

•   Family Advisory Committees – Parents and guardians participate in ELO-P advisory groups to provide insight and recommendations on program structure, activities, and accessibility.

•   Student Leadership and Voice – Students contribute through leadership councils, youth advisory groups, and focus groups to ensure that activities reflect their learning needs and interests.

Ongoing Engagement Throughout the Year

•   Family Engagement Events – The program hosts family nights, cultural celebrations, and informational workshops to strengthen school-home-community connections.

•   Regular Communication – Updates about ELO-P are provided via ParentSquare, emails, newsletters, and social media to keep families informed and engaged.

•   Student Showcases – Students have opportunities to present their projects, performances, and accomplishments to families, celebrating their learning experiences.

Commitment to Meaningful Collaboration

By actively engaging students and families in program planning and continuous improvement, ELO-P fosters a supportive, inclusive, and responsive learning environment that reflects the diverse needs and interests of the community.

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.

Community-Based Organizations and Non-LEA Partners in ELO-P

The Expanded Learning Opportunities Program (ELO-P) collaborates with Community-Based Organizations (CBOs) and other non-LEA partners to enhance program offerings, ensure student access to diverse enrichment opportunities, and support student well-being. These partnerships are integral to program design, administration, and implementation, ensuring that ELO-P provides high-quality, community-connected learning experiences.

Engagement in Program Planning and Design

The Local Educational Agency (LEA) actively collaborates with CBOs and non-LEA partners to:

• Assess community needs and student interests through stakeholder meetings, surveys, and advisory committees.

• Co-design enrichment programs that align with student interests, school goals, and family input.

• Leverage expertise from partner organizations to bring specialized programming in STEM, arts, music, sports, leadership development, and social-emotional learning (SEL).

Role of CBOs and Partners in Program Implementation

ELO-P works with trusted community organizations and non-profit partners to:

• Provide high-quality enrichment experiences such as performing arts, robotics, coding, and environmental education.

• Support mentorship, career exploration, and leadership development through community engagement initiatives.

• Offer social-emotional and mental health resources to ensure holistic student support.

• Deliver family engagement workshops to strengthen school-community relationships.

Coordination with Other Initiatives

ELO-P is integrated with broader district initiatives to maximize student support and program effectiveness:

• Community Schools – Partnering with local agencies, businesses, and

organizations to provide wraparound services, including health, counseling, and extended learning opportunities.

•   Multi-Tiered System of Support (MTSS) – Aligning ELO-P services with tiered academic and behavioral interventions to address diverse student needs.

•   Social-Emotional Learning (SEL) and Mental Health Initiatives – Collaborating with counseling services to support student well-being.

Commitment to Community Collaboration

ELO-P prioritizes strong community partnerships to ensure that students receive:

•   Expanded access to high-quality enrichment.

•   Support for academic and personal development.

•   Connections to local resources, mentors, and future career pathways.

Through intentional collaboration with CBOs, non-LEA partners, and community schools, ELO-P creates a robust, student-centered expanded learning experience that fosters academic success, personal growth, and community engagement.

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 Expanded Learning Opportunities Program (ELO-P) is committed to continuous quality improvement (CQI) through data-driven decision-making, ongoing reflection, and intentional program adjustments. The program collects and analyzes student social, behavioral, and skill development data to enhance program effectiveness and ensure that students receive meaningful and impactful learning experiences.

Data Collection and Analysis

ELO-P gathers a variety of data points to assess student progress and program effectiveness:

•   Social-Emotional Development: Evaluating students' social skills, self-control, conflict resolution abilities, and school connectedness.

•   Behavioral Growth: Monitoring attendance, participation, and engagement levels to identify areas of needed support.

•   Skill Development: Assessing academic support effectiveness, leadership

growth, and problem-solving abilities through hands-on activities and student projects.

Use of Data for Program Improvement

•   Reflection and Review: Staff and program leaders regularly analyze collected data to identify strengths and areas for growth.

•   Student and Family Feedback: Surveys and focus groups gather input from students and families to ensure the program meets their needs and expectations.

•   Staff Training Adjustments: Insights from data guide professional development topics to better equip staff in supporting student learning and behavior.

•   Program Modifications: Adjustments are made based on data to improve activity offerings, student engagement strategies, and social-emotional learning support.

Alignment with CDE Quality Standards

The CQI process aligns with California Department of Education (CDE) Quality Standards, ensuring that ELO-P maintains high standards for student growth, equity, and engagement. Additional CQI guidance and resources are reviewed through the CDE's CQI web page to continuously enhance program delivery.

By maintaining a structured, data-driven improvement cycle, ELO-P ensures ongoing program enhancements that support student success in social, behavioral, and skill development.

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.

The Expanded Learning Opportunities Program (ELO-P) follows established policies and procedures to ensure efficient program administration, compliance, and student safety. These procedures guide enrollment, attendance tracking, documentation, and overall program operations.

Key Policies and Procedures

•   Enrollment and Registration:

o   Families complete an enrollment application through the district's approved process.

o   Priority is given to foster youth, homeless students, English Learners, and low-income families to ensure equitable access.

o   Parents/guardians receive an orientation outlining program expectations and policies.

•   Attendance Tracking and Record-Keeping:

o   Daily attendance is recorded by staff to monitor student participation.

o   Attendance records are maintained electronically for state compliance and reporting purposes.

o   Parents/guardians must sign out students at the end of the day, ensuring a structured and secure dismissal process.

•   Program Safety and Compliance:

o   All staff undergo background checks, TB screenings, and CPR/First Aid training to ensure student safety.

o   Emergency procedures, including fire drills, lockdowns, and earthquake drills, are conducted regularly.

o   Staff follow Positive Behavioral Interventions and Supports (PBIS) strategies to maintain a safe and inclusive environment.

•   Documentation and Reporting:

o   The program maintains accurate records of student participation, progress, and program evaluations.

o   Reports are submitted to meet state and district requirements for funding and accountability.

o   Stakeholder feedback is collected through surveys and advisory meetings to support continuous improvement.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program[3]. How does this budget reflect the needs of students and families within the community?

The Expanded Learning Opportunities Program (ELO-P) budget is structured to ensure that all costs are reasonable, necessary, and aligned with applicable statutes, regulations, and program goals. The budget is designed to reflect the needs of students and families within the community by prioritizing high-quality programming, equitable access, and sustainability.

Budget Allocation Categories

1.   Staffing and Personnel Costs

        Salaries and benefits for site coordinators, instructional aides, teachers on special assignment (TOSAs), support staff, administration.

        Professional development and training to ensure high-quality instruction and student engagement.

        Background checks, health screenings, and compliance measures for all staff.

2.   Program Supplies and Materials

        Academic resources for homework support, literacy, and STEAM enrichment.

        Art supplies, musical instruments, sports equipment, and technology to enhance student learning experiences.

        Social-emotional learning (SEL) curriculum materials to support student development.

3.   Student Enrichment and Engagement

        Partnerships with community-based organizations to provide specialized programs (e.g., robotics, performing arts, environmental education).

        Field trips and guest speakers to connect learning to real-world experiences.

        Leadership development activities and student-led projects.

4.   Meals and Nutrition Support

        Daily supper program during the school year.

        Breakfast, lunch, and supper provided for students during spring and summer camps.

5.   Facilities and Operations

        Utilities, custodial services, and site maintenance to ensure safe and accessible learning environments.

        Transportation for students participating in off-site learning experiences.

        Purchase or lease of additional learning spaces if necessary to accommodate program expansion.

6.   Administrative and Compliance Costs

        Data tracking and reporting for program effectiveness and accountability.

        Stakeholder engagement initiatives, including family outreach and advisory

meetings.

Continuous Quality Improvement (CQI) processes to evaluate program impact.

Alignment with Community Needs

The ELO-P budget reflects the needs of students and families by:

•	Providing free, equitable access to expanded learning opportunities for all students, especially foster youth, English Learners, students with disabilities, and low-income families.

•	Prioritizing student-centered enrichment programs that support academic achievement, social-emotional growth, and career exploration.

•	Ensuring sustainability by strategically allocating funds to maintain high-quality programming while maximizing cost-sharing partnerships with community organizations.

Future Budget Planning

The 2025-2026 budget is currently being developed and will be finalized upon completion. The budgeting process will continue to focus on student needs, program sustainability, and compliance with state funding regulations.

By maintaining fiscal responsibility and aligning expenditures with student needs, ELO-P ensures that funds are effectively used to provide meaningful, engaging, and impactful learning experiences for all participants.

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

The Local Educational Agency (LEA) is committed to ensuring the proper implementation of all Expanded Learning Opportunities Program (ELO-P) requirements through structured oversight, continuous monitoring, and stakeholder collaboration. The LEA applies best practices, accountability measures, and quality assurance strategies to ensure that all program components align with state and local expectations.

Oversight and Compliance Monitoring

•	Dedicated Administrative Leadership – ELO-P Administrators, Site Coordinators, and Teachers on Special Assignment (TOSAs) oversee program implementation, compliance, and continuous improvement.

•	Regular Site Inspections – Routine on-site visits are conducted to ensure that program activities adhere to safety, instructional, and enrichment standards.

•	Data Tracking and Reporting – Attendance, student participation, and program outcomes are monitored and documented to maintain compliance with state

regulations and funding requirements.

•	Stakeholder Input and Program Adjustments – Feedback from families, students, and staff is gathered through surveys, advisory meetings, and focus groups to guide continuous program enhancements.

Staff Training and Support

•	Comprehensive Staff Development – Regular professional development sessions ensure that staff are equipped with the necessary skills to deliver high-quality expanded learning experiences.

•	Health and Safety Compliance – All staff complete background checks, TB screenings, CPR/First Aid training, and mandatory reporter training to ensure student safety.

•	Program Policy Enforcement – Staff receive ongoing coaching and updates on program policies, behavioral expectations, and best practices to maintain a structured and engaging environment.

Program Quality Assurance

•	Alignment with Educational Standards – ELO-P activities are designed to complement the instructional day without duplication, ensuring academic reinforcement, enrichment, and skill development.

•	Multi-Tiered System of Support (MTSS) Integration – The program collaborates with school-day personnel to align student support services with social-emotional learning (SEL) and academic interventions.

•	Continuous Quality Improvement (CQI) Process – Data-driven evaluations ensure that the program continuously meets student needs, family expectations, and programmatic goals.

Equitable Access and Sustainability

•	Priority Enrollment for Underserved Students – Foster youth, English Learners, students with disabilities, and economically disadvantaged students are given priority access to ensure equity and inclusion.

•	Fiscal Responsibility – The LEA ensures that all budget expenditures align with state regulations, program priorities, and cost-effectiveness principles.

•	Community and CBO Partnerships – ELO-P collaborates with local organizations, businesses, and mentors to provide expanded learning experiences, leadership development, and career exploration opportunities.

Through strong leadership, structured oversight, staff training, and a commitment to continuous improvement, the LEA ensures that ELO-P operates efficiently, equitably, and in alignment with student and community needs.

[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.

They will be used in partnership to provide a comprehensive 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?

Time Monday Tuesday Wednesday Thursday Friday

1:00-1:20 Snack Snack Snack Snack Snack

1:20-1:45 Welcome and SEL Circle Welcome and SEL Circle Welcome and SEL Circle Welcome and SEL Circle Welcome and SEL Circle

1:45-2:00 Homework Help Homework Help Homework Help Homework Help Homework Help

2:00-2:15 Sing/Dance Sing/Dance Sing/Dance Sing/Dance Sing/Dance

2:15-2:30 Read Aloud Review Read Aloud Read Aloud Review Read Aloud Choose Favorite

2:30-2:50 Journal/Writing Journal/Writing Journal/Writing Journal/Writing Art

2:50-3:20 Outdoor/PE Outdoor/PE Outdoor/PE Outdoor/PE Outdoor/PE

3:20-3:40 Quiet Time/Resting Quiet Time/Resting Quiet Time/Resting Quiet Time/Resting Quiet Time/Resting

3:40-4:00 Math Art/Math Journal Math Art/Math Journal Math

4:00-4:15 Sing/Dance Sing/Dance Sing/Dance Sing/Dance Sing/Dance

 4:15-4:30 Exploration Exploration Exploration Exploration Board Games

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 Local Educational Agency (LEA) ensures that the Expanded Learning Opportunities Program (ELO-P) is accessible to all students and families by utilizing culturally and linguistically appropriate communication channels, an equitable enrollment process, and necessary transportation services.

Culturally and Linguistically Inclusive Communication

To effectively inform families about ELO-P, the LEA provides multilingual outreach using:

•	District and School Websites – Information is posted in multiple languages for accessibility.

•	Printed Materials and Flyers – Program details are distributed in English, Spanish, and other languages spoken in the community.

•	School Newsletters and Social Media – Updates are shared via emails, text messages, and social platforms to keep families informed.

•	ParentSquare Messaging – The Google Form for enrollment is sent to all families via ParentSquare, ensuring direct and timely communication.

•	In-Person and Virtual Meetings – The LEA hosts family information sessions to answer questions and assist with enrollment.

•	Direct Outreach – School staff and community liaisons contact families of priority students (English Learners, foster youth, students with disabilities, and economically disadvantaged students) to ensure equitable access.

Enrollment Process

The ELO-P enrollment process is designed to be simple, inclusive, and widely accessible:

1.	Google Forms for Enrollment – Families register students using a Google Form sent through ParentSquare, which serves as their official online signature.

2.   App Development for Future Enrollment – The program is in the process of developing an app that will allow families to easily register their students for the programs offered.

3.   Form Submission and Storage – Completed forms are securely stored in the district's student information system to ensure data privacy and easy retrieval.

4.   Priority Enrollment Considerations – Special consideration is given to foster youth, homeless students, English Learners, and students with disabilities.

Transportation Services

•   On-Campus Programs – Transportation is not required when ELO-P is hosted at the student's school site.

•   Off-Campus Programs – If an off-site location is used, transportation options will be determined based on student needs and available district resources.

•   Purchasing Buses for Equitable Access – The LEA is investing in purchasing buses to ensure that students from all neighborhoods have equitable access to expanded learning opportunities. This initiative will provide reliable transportation for students who may otherwise face barriers to participation.

•   Accessibility for Students with Disabilities – Transportation accommodations are made for students who require special arrangements to support inclusivity and equitable access.

Commitment to Equitable Access

By ensuring clear communication, an inclusive enrollment process, and necessary transportation support, the LEA guarantees that all students have the opportunity to participate in enriching and engaging expanded learning experiences through ELO-P. The purchase of buses further strengthens the district's commitment to equity, ensuring that all students, regardless of location, can fully participate in the program.

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.

The Expanded Learning Opportunities Program (ELO-P) recognizes the value of educational field trips as a way to enhance student learning through hands-on, real-world experiences. Field trips must align with academic or enrichment components of the program and contribute to students' academic, cultural, or personal growth.

Guidelines for Field Trips

•   Educational Purpose – Field trips must have a clear educational objective and provide academic or cultural enrichment for students.

•   Use of ELO-P Funding – Funding can only be used for ELO-P-coordinated and approved educational field trips that align with the program's instructional and enrichment goals.

•   Exclusions – ELO-P funds cannot be used for entertainment-based field trips or those coordinated by the core instructional day.

 Compliance with ELO-P Requirements –

o   Student-to-staff ratios must be maintained per program guidelines.

o   All staff must meet district instructional aide requirements.

o   Field trips must align with local policies and district procedures regarding transportation, safety, and supervision.

Field Trip Planning and Implementation

Each field trip must be well-structured and aligned with student learning objectives, including:

•   Purpose and Learning Outcomes – Clearly define the educational purpose of the field trip and the specific knowledge and skills students will develop through the experience.

•   Field Trip Location and Educational Significance – The destination must have a direct connection to academic subjects, STEM, arts, leadership, or cultural awareness to ensure meaningful learning.

•   Anticipated Dates and Duration – Provide the expected timeline of the field trip to ensure alignment with ELO-P scheduling and program objectives.

•   Grade Levels Participating – Specify which grade levels will attend based on the program's alignment with student learning goals.

•   Transportation Arrangements – Outline the mode of transportation, including district-approved buses or other arrangements, ensuring equitable access for all

students.

Commitment to High-Quality Educational Experiences

By integrating field trips into ELO-P programming, the LEA ensures that students gain meaningful, hands-on learning experiences that reinforce academic concepts, leadership skills, and cultural awareness beyond the classroom.

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 program does not charge any fees to participate.

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.**

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.