

Expanded Learning Opportunities Program Plan Guide

Prepared by:
Student & Parent Support Programs Department
Youth Enrichment Program (YEP!)
24823 Soto Rd
Hayward, CA 94544
(510) 723-3857



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

June 2025

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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Hayward Unified School District

Contact Name: Andrew Kevy

Contact Email: akeyv@husd.k12.ca.us

Contact Title: Director of Student and Parent Support Programs

Contact Phone: 510-723-3857 x34186

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Burbank Elementary
2. Cherryland Elementary
3. East Avenue Elementary
4. Eden Gardens Elementary
5. Eldridge Elementary
6. Fairview Elementary
7. Faith Ringgold School of Arts and Science
8. Glassbrook Elementary
9. Harder Elementary
10. Longwood Elementary
11. Lorin A. Eden Elementary
12. Palma Ceia Elementary
13. Park Elementary
14. Ruus Elementary
15. Schafer Park Elementary
16. Southgate Elementary
17. Stonebrae Elementary
18. Treeview Elementary
19. Tyrrell Elementary
20. Anthony W. Ochoa Middle
21. Bret Harte Middle
22. Cesar Chavez Middle
23. Martin Luther King, Jr. Middle
24. Winton Middle
25. Hayward High
26. Mt. Eden High
27. Tennyson High
28. Brenkwitz Alternative High

Governing Board Approval Date: June 11, 2025
Review/Revision Date:
Review/Revision Date:

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.

HUSD has several measures in place to ensure the safety of students in YEP programs. During enrollment and updated throughout the year as needed, parents and guardians determine who is authorized to pick up students from YEP. To ensure safety, each person authorized to pick up a student is assigned a unique code, which is used to monitor who signs out students and when they do so. Parents or guardians must complete early release forms for students when applicable and complete a walk-home form for students age 10 or older who have permission to leave on their own. Students who walk home from YEP are required to sign themselves out of the program when leaving, depart at their assigned dismissal time (listed on their form), and immediately leave campus to walk home. At the start of the program, parents receive a manual describing YEP including program information related to safety and support. The manual is reviewed during program orientation.

YEP hosts summer programs at designated schools. The schools are distributed geographically across the service area to ensure all families have an easily accessible program in their community. Students authorized to walk home use the same form and adhere to the same guidelines as during the school year. Occasionally YEP students may participate in offsite activities such as field trips to local museums, parks, and college campuses. Transportation is provided whenever programming is offered offsite.

YEP provides annual staff safety training with support throughout the year. Community partners including the Hayward Police Departments Youth & Families Services Bureau, Alameda County's Center for Health Schools and communities and the Alameda County Office of Education, California School Age Consortium (CalSAC), Partnership for Children and Youth, and other local organizations help provide such training. Training addresses topics such as mandated reporting, emergency procedures, incident reports, evacuation plans, awareness of hazardous materials, safety drills including emergency family communication. Staff also participate in required first aid and CPR training. YEP annually updates the staff handbook which describes policies and procedures including promotion of a safe & supportive environment. Ongoing training to staff is provided to foster community building, positive relationship development, classroom management, conflict resolution, cultural & social inclusion, and restorative practices. YEP site leaders review the staff handbook with their teams during staff meetings throughout the year.

Student and Parent Support Programs (SPSP) management participates in HUSD's Safety Committee, which guides school site safety plans. Each YEP site also has a safety plan, developed by the YEP Safety Committee (comprised of YEP management and Site Leaders) in partnership with each school's leadership and

Safety Team (which includes YEP staff), and updated at least yearly. Each plan includes emergency and evacuation plans, emergency contacts, safety policies, and incident reporting procedures. Safety plans and daily attendance records are kept in a binder, along with a first aid kit, near an emergency exit so they are easily accessible by staff in the event of an emergency. Students' emergency contacts and medical needs are identified during the program enrollment process and kept updated. The YEP Safety Committee meets monthly to discuss safety measures, update policies and site procedures, and cross-train on best practices in providing safe and supportive after-school environments.

Each site is equipped with first aid kits and fire extinguishers, which are placed and serviced in accordance with local fire codes. Evacuation routes are posted and emergency exits are properly marked. Sites hold monthly safety drills, alternating between fire, earthquake, lockdown, and shelter-in-place drills based on a schedule. YEP Site Leaders (SLs) are required to fill out a detailed form documenting each drill they conduct.

During YEP operational hours, middle and high school sites have Campus Safety Officers (CSO), on-campus who are available in person and by phone. CSOs are trained in emergency response and enforcing school policies and laws. Student and Family Services staff train YEP staff in these areas. YEP staff have ongoing training to establish and maintain positive relationships with students.

YEP staff have access to Share 911, the district's emergency cell phone app that enables them to report emergency incidents and dispatch first responders. Staff used this app to communicate with YEP and school staff. YEP staff document all serious issues, records of which are kept on file. Site Leaders immediately notify the school principal and YEP District Managers of any incidents and are responsible for communicating serious safety or emergency incidents to parents or students' emergency contacts as soon as practically possible given the circumstances. Safety policies are shared at the beginning of each school year and reviewed during YEP program orientation. Policies and procedures are available on the YEP webpage of the District website. Written safety and behavioral plans are developed with students and their families as appropriate.

All staff members wear HUSD identification badges so that they are easily identifiable to the school community. YEP staff provides school staff and YEP families with detailed program schedules. YEP staff maintain copies of activity rosters along with the daily schedule on-hand so all are always aware of student locations during program hours. YEP staff carry walkie-talkies and Site Leaders have cell phones to communicate with families and District staff during operation hours. Programs maintain a staff-to-student ratio of 10:1 ratio for transitional kindergarten and kindergarten in addition to, 20:1 ratio for first through twelfth grades.

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.

YEP provides a safe and supportive environment for students by promoting caring, trusting relationships between students and YEP staff. In addition to YEP policies and procedures, rigorous staff professional development (PD) ensures YEP students feel safe and supported. Staff act as supportive role models by receiving training staff throughout the year to promote students' development of social-emotional skills and other developmental assets. YEP staff utilize the same strategies as those implemented during the core school day such as Positive Behavior Intervention & Support (PBIS) and restorative justice. All YEP sites are part of HUSD equity and inclusion initiatives including Anti Bias/ Anti-Racism (AB/AR) training promoting cultural awareness and support and "A Safe Place" program, which aims to create a safe and inclusive environment in support of LGBTQ youth.

YEP staff receive training in suicide prevention, cultural awareness, social-emotional learning, mindfulness, community building & restorative practices, and the District's anti-bias/anti-racism policy and strategies. In alignment with HUSD policy, YEP is committed to establishing and sustaining a community that shares collective responsibility for recognizing, interrupting, dismantling, and eliminating actions, decisions, and outcomes that result from and perpetuate racism. District professional development is aligned with this commitment. YEP collaborates within the HUSD's community schools' philosophy and structure. YEP has a dedicated school counselor on special assignment who organizes and facilitates social emotional learning activities into YEP culture and activities. YEP blends funding with other District resources so HUSD Social Emotional Counselors provide direct services to individuals and groups after the core school day. During YEP these counselors provide "push in" support to students. These interventions align with school and YEP climate initiatives. Counselors provide coaching in these areas for YEP staff.

YEP Site Leaders participate in their school Coordination of Services Teams (COST) and they both facilitate services to support students who have needs within YEP while also facilitating placement into YEP for students who need safe supportive expanding learning services.

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.

All YEP students participate in daily academic enrichment activities. During this time, students may complete their homework and enjoy a range of other activities focusing on building academic skills. Students will participate in learning stations where they can engage in interactive learning activities created for their age group—such as

journaling, reading, Mindware games, KidzLit, KidzMath, KidzScience, Reader's theater, structured fitness, community building activities, and the Bridge to College program at middle and high schools. Our academic enrichment programs align with the Common Core standards.

YEP's enrichment and physical activities enhance students' academic achievement, social-emotional learning, and connection to the school community, fostering their engagement and success. Examples include Playworks, SPARK after school physical activities, ballet folclórico, America Scores Soccer, dynamic mindfulness, structured fitness and community-building activities, and the MakerSpace program in middle schools. YEP's daily recreational and social activities address and support student developmental learning needs and pace. YEP activities also include yoga, dynamic mindfulness, and other social emotional learning activities as well as cooking, crafting, and other health & wellness activities which reinforce HUSD's whole child learning approach.

Students experience leadership while learning social-emotional and other skills crucial to success in school and in life. Each YEP has a Youth Advisory Committee (YAC). Students apply and are elected by their peers to serve in this leadership role. YACs meet regularly and learn about community action. They survey students and meet with staff to inform each program to better understand and meet student needs.

In YEP's Bridge to College program, middle and high schoolers take college courses in humanities, business, performing arts, American Sign Language and other fields. Classes are taught by professors from Chabot College, at each YEP site. The program targets first-generation college-goers, introducing them to college-level coursework, experiences and requirements.

In YEP's summer STEMulate Summer Academy, in partnership with Cal State East Bay, Chabot College and other Hayward Promise Neighborhood partners, rising 7th, 8th, and 9th graders explore a variety of science and technology career pathways while improving their math skills via project-based learning.

Based on student, family and staff feedback, the ELO-P will offer and/or re-introduce many active and engaging enrichment activities to the existing YEP programming including visual and performing arts, sports and physical activities, martial arts, homework centers, gardening club, chess club, gaming club, etc.

School staff refer students to the Youth Enrichment Program (YEP) for specific support to help them succeed. The Site Leader will collaborate with teachers, counselors, and families to ensure the support provided by YEP aligns with students' learning goals and other needs.

3—Skill Building

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

YEP programming intentionally develops students' 21st-century skills through academic support, enrichment activities, and a focus on project-based, collaborative

learning.

Students in YEP participate in a variety of programs that nurture creativity, teamwork, and leadership. Arts activities like dance, music, and theater encourage collaboration on projects such as choreography, recitals, and skits which foster both creativity and teamwork. Structured physical activities, using Sparks and the Playworks curriculum, help students develop both physical abilities and social-emotional skills such as cooperation and teamwork while honing leadership abilities. Students also gain practical trade skills through cooking classes. Additionally, service-learning projects—such as school beautification, food drives, and Teens for Jeans—and involvement in the YEP Youth Advisory Committee provide meaningful opportunities for collaboration, leadership growth, and the development of civic awareness and engagement.

YEP students have numerous opportunities to develop and enhance their technology skills. All students use computers regularly for activities such as homework completion and academic interventions and staff support their access. High and middle school students can participate in the dual enrollment (Bridge to College) program and earn college credit through Chabot College. The middle school programs also offer digital music production (School of Beats). YEP-provides laptops and tablets equipped with high-speed internet and essential software, including Microsoft Office, Apple tools, and Adobe media editing programs. For elementary students, ELA and Math interventions using online platforms, while middle schoolers explore additional tools like IXL and Kahoot.com, a game-based learning platform.

Our Makerspace program, available to middle school students for 8 weeks each year, helps develop key 21st-century skills such as creativity, critical thinking, collaboration, and technological proficiency, while also fostering career-related knowledge. The program features a STEAM curriculum that introduces students to careers in fields like Engineering, Entrepreneurship, Graphic Design, and Multimedia. Through access to a mobile makerspace, students gain hands-on experience with tools such as 3D printers, laser cutters, virtual reality goggles, 360 cameras, and T-shirt presses. The makerspace allows students to turn their ideas into creations—like drones, robots, and T-shirts—and collaborate on projects with peers. Additionally, students are introduced to nearby universities, including CSU East Bay, Stanford, and UC Berkeley, to explore potential STEAM career pathways.

Our STEMulate Summer Academy is an intensive 5-week program that engages rising 7th and 9th graders in math, science, and coding instruction and exploring different career pathways, such as Culinary Science, Health Careers, Criminal Justice, and Construction. Students learn by doing through a project-based learning approach; working with their peers on team projects, they gain career-related skills while practicing social-emotional and workplace skills such as collaboration and communication. They learn more about STEM careers via specialized tours of local colleges and universities and opportunities to meet STEM professionals.

Team-building activities (games, sports, and other group activities) further foster social-emotional skills. In addition, students have opportunities to apply to be peer mentors during the program, in which they co-lead mentoring activities and provide support and guidance to their mentees, developing leadership skills in the process.

Participation in service learning projects (such as school beautification and food drives) and the YEP Youth Advisory Committee (YAC) provides students opportunities for collaboration and leadership development while building civic awareness and engagement. YAC fosters the development of soft skills by providing students with opportunities to exercise leadership skills through direct input for program planning, engage in peer to peer mentoring and participate in student jobs.

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.

Increasing youth development and leadership is a central goal of YEP. This focus reflects students' expressed interest, both in surveys and directly to YEP staff to have a greater voice in shaping their after-school activities. YEP staff actively encourage students to participate in designing and refining program activities. This involvement is crucial as it provides students with an opportunity to assert leadership and be invested in their program.

The YEP gives students the opportunity to exert leadership through our Youth Advisory Committees (YAC), which exist at each school/program site. The YAC is responsible for incorporating youth input into the program's planning as well as through development and implementation of a site-specific project each year. At each site, 5-10 students are elected by their peers to serve on the YAC, which is coordinated by a staff member (Program Leader). The YAC meets weekly for an hour and receives training in action research techniques, such as gathering data and planning projects. Students gather peer feedback and review data (including survey results and attendance). They then share their findings, recommendations for the program, and project proposals with the Program Leader and Site Leader. Each YAC submits a formal project proposal to YEP management, which selects 3-5 schools to present their projects to a panel, including HUSD's Director of Student & Parent Support Programs, the Associate Superintendent for Student & Family Services, and the HUSD Superintendent. Past projects have included starting school gardens, assembling mobile libraries, raising awareness about bullying prevention, organizing food drives, creating murals, and leading hands-on science activities for younger students. Some YAC members who have advanced to middle or high school return to mentor and collaborate with new YAC members at their former schools.

YEP students will participate in at least one service-learning project at each school through their Youth Advisory Committee. In addition to gathering student feedback through the YACs, we ask students to complete brief satisfaction surveys at the end of each program or activity (usually at the end of a quarter of a semester). Near the end

of each school year, YEP conducts satisfaction surveys with students, parents, and YEP/school staff to gather feedback on experiences, identify concerns, and explore student interests. YEP Coordinators work with our evaluator to analyze these survey results and use them to enhance programming as part of our Continuous Quality Improvement (CQI) process.

YEP provides a range of enrichment activities that allow students to explore their interests, develop academic and life skills, express creativity, and collaborate with peers on projects.

All students can choose which activities they want to participate in. On a typical day at elementary schools, students can select from a variety of activities during the 1-hour academic enrichment period, including online learning activities in math language arts and science as well as different clubs such as STEM, robotics, poetry, visual arts, music, and gardening. After completing their homework, students can choose from "stations" designed for their age group, such as journaling, reading, or Mindware games. During the structured recess period, they can opt for outdoor games, Playworks activities, soccer with America Scores, or other sports. Additionally, students can select from various academic enrichment options during the "closing activity," including Drop Everything and Read (DEAR) or Mindware games. Longer program days (Wednesdays and Fridays) provide even more enrichment choices.

In middle school programs, organized around "club" activities, students have a greater variety of choices. Club choices vary from site to site but may include gaming, visual arts, performing arts (including different dance genres), coding, culinary arts, STEM, robotics, gardening, mindfulness/yoga, among others. Students can also enroll in Bridge to College dual enrollment classes 2 days a week. During the outdoor sports hour, they can opt for Playworks structured recess activities, America Scores soccer, basketball, or other sports. Students are able to create new clubs based on their interests and work with their Site Leader to propose a club, recruit members and a Program Leader for it. Students can also switch their schedule of enrichment activities each quarter or semester.

Each summer, YEP's STEMulate Academy engages 9th graders from our high school programs as peer mentors for rising 9th graders, and rising 8th graders as mentors for rising 7th graders who will be entering middle school. These mentors work alongside our staff to co-develop and co-facilitate workshops that orient incoming high school and middle school students, helping them transition smoothly. They also organize activities, such as scavenger hunts, to familiarize incoming students with resources available on campus.

YEP created a youth employment opportunity in which high school students are hired to work as interns at YEP elementary programs. These Youth Professionals receive monthly training in a range of topics such as entrepreneurship and money management, as well as topics related to YEP programming. Youth Professionals work alongside YEP staff and assist in implementing activities with students. This Made in Hayward model gives students meaningful opportunities to help shape YEP while also building a potential workforce for education related careers and of course future employment within YEP itself. YEP hired 11 graduates to work during the 24-25 school year.

YEP acknowledges and celebrates students who demonstrate outstanding leadership and service within the program. Each year, selected students are recognized for their contributions and leadership in meaningful ways.

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.

YEP's health and wellness policies are developed in alignment with the HUSD Board-approved student wellness policy 5030 and California Department of Education (CDE) Quality Standards for Expanded Learning. YEP wellness-promotion programming includes physical activities and health and nutrition education. These policies are designed to create a safe, welcoming, positive climate in YEP and promote healthy lifestyles and habits in students, their families, and YEP staff.

Students in YEP are encouraged to participate in various physical activities regularly. These include team sports such as soccer and basketball, non-competitive games using the Playworks program, dance programs (such as hip hop, step and ballet folclórico), and at some sites, gardening and/or yoga. The daily program schedule includes at least 30-60 minutes of outdoor physical activities, with more time for fitness-promoting activities on intercession and summer days. Students have opportunities to participate in sports and movement-based activities including hip hop, step, ballet Folklorico, and other cultural dances and movement-based activities.

We partner with the Coordination of Services Teams (COST) at each school, to connect students to needed behavioral health services such as assessment, social-emotional support, mental health counseling, and case management available at the school. YEP blends funding with the District to allow Social emotional counselors to provide intervention and support during YEP hours. Counselors support the social emotional learning strategies used during the day within YEP, provide push in support to students during activities as well as providing socialization and adjustment groups. They also offer on-site coaching opportunities for staff to support positive relationship building, restorative practices, and behavior management.

Sites incorporate mindfulness practices into their daily structure, using the evidence-based, trauma-informed program from community partners including the Niroga Institute. YEP also incorporates social emotional learning activities daily including circle time, and SEL lessons focusing on developmentally appropriate lessons in the 5 social emotional competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making. Students will practice skills to manage stress and regulate their emotions, cope with their academic and social responsibilities, and move through their daily activities with calmness and

focus. YEP supports mental wellness by developing mindful spaces in dedicated YEP rooms.

YEP collaborates with the HUSD Parent Resource HUB to promote the health and wellness of HUSD families by supporting family engagement activities throughout the school year. These are often located at the Family Resource HUB in the evening and on weekends and include activities such as yoga, Zumba, hip hop, ballet folclórico, and family cooking classes, which are organized by Family Engagement Program.

YEP offers meals and beverages to all students, free of charge, each day of programming. Meals are provided by the HUSD Child Nutrition Services Department and funded through USDA school meals programs. All food and beverages are carefully prepared to meet or exceed state and district nutritional standards and are prepared to appeal to students' tastes (based on student surveys) and to foster lifelong healthy eating habits. Our district prioritizes serving hot foods and fresh fruit and vegetables.

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.

HUSD serves a diverse student population with different cultural backgrounds, countries of origin, and linguistic and physical abilities. Nearly two thirds (65%) of HUSD students identify as Hispanic or Latinx and 41% of all students are English learners. Approximately 12% of students are living with a disability (physical, mental or cognitive). YEP currently serves a higher percentage of African American students compared to the number of students enrolled in HUSD. Therefore, YEP aims to create an environment that is equitable and inclusive to the diverse students and families that they serve.

YEP staff are role models who reflect our community's diversity. We prioritize recruiting individuals who live in Hayward and reflect the racial/ethnic, cultural, and linguistic diversity of our students and families. Upon hiring, we train staff in cultural competency, acting as role models, and creating a safe, supportive environment where students feel heard and cared for.

YEP staff use the CDE's California Quality Standard Expanded Learning definition of diversity, access, and equity to continuously assess how effectively programs are embracing and valuing diversity. They are committed to helping all youth thrive by providing inclusive, accessible, responsive, and engaging services. YEP staff facilitates monthly activities to celebrate heritage months (African American, Women's History, Asian Pacific American, Pride, Hispanic-Latino, etc.) aimed at celebrating and educating students about different cultures, communities, and their histories. YEP

staff developed a series of lessons and dedicated training time for all program staff to practice implementing lessons. Additionally, YEP uses district developed materials to supplement school activities during Ally Week, highlighting and celebrating diversity in all forms, including race, ethnicity, nationality, religion, socioeconomic status, ability, sexual orientation, and gender.

YEP staff serve as positive role models for our students. We prioritize hiring individuals who live in the area and represent the racial, ethnic, cultural, and linguistic diversity of the Hayward community. Upon joining our team, staff undergo training in cultural competency, inclusive teaching, AB/AR strategies, and fostering a safe, supportive environment where students feel valued and cared for. Our training also includes culturally relevant pedagogy, self-assessments, and strategies for creating an inclusive and welcoming atmosphere for all students.

Student clubs are venues for recognizing the contributions and values of many cultures. For example, in cooking clubs, students learn to prepare dishes from around the world. Arts programming at the elementary and middle schools will draw on diverse genres like hip hop, step, ballet Folklorico, and martial arts. Our middle schools, clubs such as MECA (Movimiento Estudiantil Chicano de Aztlan), Black Student Union, and Polynesian Club empower students to celebrate their unique backgrounds.

YEP sites host events for families and the broader school community to showcase dances and other artistic creations by students as well as projects by clubs. We will utilize other activities to encourage students to explore their unique histories—including poetry, murals, video production, and youth-led participatory action research projects led by the YACs. These activities celebrate the heritage and diversity of our community.

All students are welcome in YEP with the priority for enrollment going to students identified in the unduplicated pupil count (UPC). Many students are referred to YEP by teachers, counselors, or school leaders for academic support or enrichment. School based Coordination of Services Team (COST), refer students to YEP for support with academic or social-emotional skills, or to strengthen their connection to school. YEP Site Leaders participate on their school's COST, targeting outreach and prioritizing enrollment for high-need students.

YEP management works with Child Welfare & Attendance and Enrollment offices to identify students who are unhoused or in foster care. Outreach is given to families so students may access YEP services (academic support, enrichment, and a supportive community). YEP helps to facilitate enrollment, including waiving registration fees.

YEP management also works closely with HUSD's Newcomer Services Team, which supports students and families who have arrived in the U.S. recently, ensuring program information reaches asylees, refugees, children of immigrant and migrant families, and unaccompanied youth. To provide these students with critical academic and social-emotional support, they are given priority enrollment in YEP.

YEP has several measures in place to support ELL students and communicate effectively with families with limited English proficiency. For example, MobyMax is a

blended learning format that will be used to provide academic support to adapt to each student's level of English. Additionally, YEP aims to have at least one bilingual staff at each site to support communications with students and families.

YEP is a great place for students with disabilities to connect with their peers in a less stressful academic setting, develop social-emotional skills, and explore new interests. For any special needs student interested in the program, YEP staff meet with their parent, teacher(s), and program specialist, to understand the student's needs, determine which program activities are most appropriate and beneficial, receive guidance on strategies to work effectively with each student, and any measures that can be taken to overcome barriers to full participation in activities.

HUSD departments and programs provide training to YEP staff, in areas including child abuse and mandated reporting, providing academic support for ELs, working with Special Ed students, and anti-bullying/harassment strategies. Staff members are aware of the students' special needs so that they are in a position to provide them with individualized support and communicate effectively with family members. We make every effort to ensure our programs and activities are accessible and adapted to students' needs. For example, in the summer programming, YEP coordinates with SPED administrators and families so students participating in Extended School Year (ESY) can participate in YEP in one seamless program. YEP also collaborates with the English Language Learner department to provide greater access to expanded learning programs all year (core, intersessions, and summer) that are designed to address enrollment, academic support, social-emotional learning, and opportunities to build relationships outside of the regular school day setting.

7—Quality Staff

Staff Engagement

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

YEP strives to hire individuals who live in the local area and reflect the cultural, ethnic, and linguistic diversity of the students and families of the Hayward community. All staff must meet the requirements for instructional aides in the district (consistent with federal Every Student Succeeds Act guidelines)—48 semester units of college study, or AA degree, or passing the paraeducator qualifying written examination. New YEP staff undergo a week-long onboarding process covering program procedures, curriculum, enrichment activities, safety policies, and core values of YEP.

To support our youngest learners (TK & Kindergarten) YEP partners with the District Child Development Department, and the early learning network collaboration of the Hayward Promise Neighborhood Collaboration to provide targeted training to TK YEP staff in providing care and developing programming for younger students. YEP staff receive training from staff of the SPARK (Successful Preschool Adjustment and Readiness for Kindergarten) program at UCSF Benioff Children's Hospital in Oakland. SPARK staff provide in-class professional development support to YEP staff with

understanding and supporting our youngest learners.

YEP implements an innovative peer tutoring and mentorship program called YEP Youth Professionals where high school students work as tutors and mentors at YEP elementary and middle school sites. Youth Professionals receive extensive training on how to both tutor elementary and middle school students in different subject areas and how to support positive youth development. This peer mentor approach provides benefits to both the younger and older students. To facilitate logistics, YEP high schools will coordinate with nearby elementary sites.

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)]).

All direct service staff must meet the district's requirements for an instructional aide, in accordance with the federal 'Every Student Succeeds Act' guidelines. This includes having 48 semester units of college coursework or an AA degree, or passing a qualifying written examination, along with additional college coursework in child development or a related field, and relevant experience. For Site Leaders, this includes two years of increasing responsibility, including student supervision in educational or recreational programs, and six months for Program Leaders.

Candidates are required to undergo a thorough background check, including Live-Scan fingerprinting, State and Federal clearance through the Department of Justice and FBI, and tuberculosis screening. Due to the size of YEP, a dedicated Operations Supervisor collaborates with the Human Resources Department and provides direct recruitment and support for potential YEP employees. The Operations Supervisor recruits potential candidates in a variety of settings including job fairs. The Operations Supervisor also holds application meetings throughout the year to assist candidates with understanding job requirements while also providing application assistance. Our HR Department reviews applications to ensure minimum qualifications are met and conducts an initial interview. The top three applicants are then interviewed by a panel, which includes the Director of SPSP, the relevant YEP Coordinator, and the Site Leader, before a final candidate is selected and hired. Many YEP Site Leaders have previously worked as line staff at our sites.

YEP Coordinators collaborate with the HUSD HR Department to develop job descriptions, post job notices, process applications, and screen candidates. We actively recruit new staff in partnership with the Alameda County Office of Education, EdJoin, Chabot College, and CSU East Bay. Our hiring efforts prioritize candidates who live in Hayward and reflect the ethnic and cultural diversity of our students and families. Such efforts are needed to maintain student to staff ratios of 10 to 1 for TK and Kindergarten and 20 to 1 for all other grade levels.

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)]).

YEP's professional development (PD) goals are: 1) Build the competencies of YEP staff, 2) Contribute to measurable improvements in student outcomes, 3) Prepare staff to model desired YEP practices with students, 4) Provide staff with the support and resources needed to master new content and skills, and 5) Increase job satisfaction and reduce staff turnover. These goals align with the objectives in the current HUSD's Local Control and Accountability Plan (LCAP). By enhancing staff development, we aim to increase YEP staff engagement with students, strengthen relationships between staff, students, and parents, and improve outcomes for HUSD students.

New YEP staff have an initial two day orientation covering program basics including procedures, curriculum, enrichment activities, safety policies, and core values of YEP. Program leaders then shadow experienced YEP staff over four days at their site and other sites to experience the program from different perspectives and better understand the dynamics of leading a group of students in YEP. New staff work with their site leaders on objectives during the first 30, 60 and 90 days of their employment. New staff orientation sessions are scheduled throughout the year where new staff can ask questions and learn strategies from experienced staff. As will all classified staff, YEP follows the District's six month probationary evaluation process.

YEP hosts a 3-day Fall Training each year for both new and returning staff, covering essential topics such as YEP policies, procedures, mission, vision, core values, and staff roles and expectations. Staff receive training in safety procedures, student databases, activity tracking, and the curriculum website, as well as classroom management and creating a positive program culture. Training also includes the Continuous Quality Improvement (CQI) process. Specific sessions address homework support, structured recess, club activities, partnerships, and supporting families and students with special needs. Breakout sessions focus on areas like curricula, STEAM, manager and supervisor responsibilities, and coaching. Additionally, a day before the school start of school is allocated for site orientations, meetings, and program set-up.

YEP maintains a continuous schedule of PD sessions, usually held on Friday mornings, targeted at different staff positions. PD sessions focus on topics and areas based on a range of data points including surveys and feedback from students, YEP staff, and from community partners. Training is facilitated by YEP staff, personnel from other HUSD departments, and external training partners. Staff PD topics include youth development; academic strategies including Art is Power, Dibbles reading assessment, KidzLit/Math/Science as well as restorative practices, classroom/behavior management; strategies to support students with special needs; Playworks' evidence-based structured recess model; coaching using America SCORES' soccer, poetry, and community service curricula.

Site Leaders have specialized training in areas such as conducting incident

investigations and parent meetings. All YEP site leaders are trained and certified in administering first aid and CPR and must complete annual refresher training.

HUSD partners with Alameda County Office of Education and its Region 4 Expanded Learning Programs Team, the California Afterschool Network, and other agencies to provide YEP staff PD in areas including youth development theory and practice; integrating the 40 developmental assets into programming; the youth program quality standards; creating a safe and supportive environment; building positive relationships with youth; promoting youth voice and choice; including students with disruptive behaviors; restorative justice techniques; culturally relevant pedagogy and instructional practices; classroom management, and conflict resolution. We encourage YEP staff to participate in PD opportunities organized by the Region 4 Team, such as learning exchanges for program leaders, professional learning communities for site teams, the annual Bridging the Bay Regional After School Conference, and workshops in areas such as administrative leadership, instructional program planning, and developing summer learning programs.

8—Clear Vision, Mission, and Purpose

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

Hayward Unified School District manages student and family services through the Student and Parent Support Program. The program’s goals are to build positive community relations and increase student achievement by creating equitable and sustainable systems that promote high student achievement. This is managed in part through the implementation of the Youth Enrichment Program (YEP) after-school program at 28 elementary, middle, and high school sites. We also provide monitoring and support of HUSD’s supplemental academic intervention program

The YEP offers Expanded Learning Opportunities to students before and after school as well as during the summer! (As well as fall recess for students from the year-round elementary schools too!) YEP serves students in grades TK-12. We offer a range of educational, enrichment, and recreational programs at each school and level. YEP gives students opportunities for homework/academic support and to expand their learning through fun recreational, athletic, and educational activities. Students grow socially, emotionally and physically, build community and belonging, develop confidence and resilience, and have fun in a safe supportive environment.

Vision: Through enriching experiences and meaningful connections, we empower every student to reach their full potential, preparing them for success in their academic journey and life beyond the classroom.

Mission: With a commitment to diversity, equity and inclusion, our expanded learning program provides a safe, supportive and engaging environment where students play, learn, create, explore and grow.

Values:

Respect, Integrity and Kindness: We lead with respect, integrity and kindness in all interactions, modeling ethical behavior and building an environment of trust and accountability.

Collaboration and Connection: We cultivate meaningful relationships among students, families and staff, encouraging collaboration and a sense of community.

Informed Decision-Making: We make thoughtful data-driven decisions that prioritize student needs and well-being, ensuring our choices advance growth, equity and a positive environment.

Diversity, Equity and Inclusion: We are committed to creating an inclusive environment where everyone has access to equitable opportunities for growth and success.

YEP actualizes the above by focusing on specific program priorities. **1) Expanding and Sustaining Program Capacity 2) Staff Development and Retention 3) Student Voice & Leadership 4) Social Emotional Learning and 5) Active and Engaged Learning.**

Outcomes related to our priorities continue to be data driven. Data includes feedback from YEP students, families, school site leaders, teachers, and YEP staff (through surveys and interviews). Objective data comes from the California Healthy Kids Survey, CAASPP, ELPAC scores, elementary report cards and other outcome measures such as the impact of YEP participation on school attendance, chronic absenteeism, and suspension rates. **priorities**. In taking a “whole child approach”, YEP supports student achievement through the development and implementation of a nurturing and engaging program in which students are challenged to grow socially, emotionally and academically.

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.

One of the strengths of the HUSD-YEP program is that since its inception, YEP has been supported and informed by active parents, teachers, school district administrators, and community companies and agencies. Students and families are regularly engaged in developing YEP policies and programming. YEP staff seek input on an ongoing basis. Annual student and parent surveys elicit feedback on existing programs while soliciting ideas for new programs and services. At each school, the YEP Site Leaders and program staff engage families regularly. YEP hosts program orientation at the beginning of each school year for new and returning YEP families. Orientation builds on the information shared with families during the enrollment process, including program design, activities, policies, and schedules. YEP staff also participate in school Families are invited to give feedback during these and other meetings. Site leaders reach out to families throughout the school year with program

updates and surveys on a range of topics including feedback on student activities and district initiatives such as the updated HUSD anti hate speech policy approved during the 24-25 school year. Family communication also happens during daily check out as well as through the District's messaging system and site leader group emails.

YEP participates in family meetings at schools including Back to School Night, Open House and community school events. YEP hosts orientations for middle & high school students/families for Bridge to College to ensure they understand and can successfully complete the courses.

Each YEP site uses their Youth Advisory Committee, to seek and collect input from their peers. YAC's meet with the Site Leaders to share feedback and to plan and carry out a service-learning project each year that includes all students in the program. YEP Program Coordinators and Site Leaders incorporate student and family feedback when planning future programming as part of our CQI process. This allows us to continue to refine and revise our vision, mission and purpose so YEP is a program where students PLAY, LEARN, CREATE, EXPLORE AND GROW!

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 YEP program deliberately cultivates relationships and written MOUs with a range of community and business partners to develop components within YEP and maximize resources for the YEP so students have a variety of options and positive learning experiences. Several key partners collaborate with HUSD and YEP specifically and contribute considerable resources to our program for the benefit of HUSD students and to support the program's long-term sustainability.

Chabot College is one of our key partners and the co-author of our 21 Century Community Learning Centers proposal. Chabot provides the Bridge to College dual enrollment program, part of California's "Early College Programs" at Chabot. Bridge to College offers concurrent enrollment during expanded learning time for students participating in the YEP at HUSD's high schools and unique to HUSD, at the Districts five middle schools. Bridge to College provides faculty to teach dual enrollment classes to give students tuition-free opportunities to earn college credit, develop academic skills, and begin their higher education journey. YEP works closely with Chabot staff to increase this access to appropriate middle school students. YEP works with both Chabot and Cal State East Bay as part of Hayward's Promise Neighborhood, to bring college awareness and promote college going culture at all YEP sites including every elementary school. These efforts improve college access and success by providing a supportive seamless transition to community college for disproportionately impacted students. YEP staff collaborate with Chabot and CSUEB staff to host guided field trips to the colleges. For middle and high school students,

YEP provides access to support services, guidance for students on applying to college and securing future support services such as financial aid other support services.

Eden Area Regional Occupational Program (EAROP) provides career technical education programs to students from HUSD and our neighboring school districts. As part of the YEP's summer STEMulate Academy, YEP students engage in career exploration project-based activities linked to career pathways in fields including Culinary Science, Criminal Justice, Medical Careers, and Construction. EAROP offers YEP students opportunities to engage in other enrichment activities, such as field trips to expose them to and promote their interest in STEM-related career pathways.

Through the Hayward Promise Neighborhood's Cradle to Career Education Reform Network (C2CERN), California State University, East Bay (CSUEB) partners with the Hayward Unified School District (HUSD) and other organizations to enhance the Youth Enrichment Program (YEP). This collaboration focuses on bringing valuable resources to the program while supporting initiatives that strengthen HUSD students' college and career readiness. By working together, C2CERN and its partners ensure students are equipped with the skills and opportunities necessary for long-term success.

America SCORES Bay Area delivers its after-school program—integrating soccer, poetry, and service-learning/leadership development—to students at YEP sites. Additionally, it provides training and technical assistance to YEP Program Leaders to ensure effective implementation of its curricula. The organization contributes staff time, instructional materials, and other resources funded through foundation and corporate grants, as well as individual donations.

The Hayward Center for Education & Careers (Adult School) partners with YEP to provide students with enriching activities that spark creativity and career exploration. Through this collaboration, students engage in Makerspace programming and participate in field trips to innovative Makerspace programs and college campuses. This partnership broadens students' horizons, inspiring them to explore academic and career pathways. YEP also collaborates with the Hayward Area Recreation District (HARD) which assists in providing enrichment activities for students in YEP, such as art, music, dance, martial arts, robotics, and sports.

The Alameda County Office of Education (ACOE) and Alameda County Health Care's Center for Healthy Schools and Communities (CHSC) provide resources and services promoting health and wellness. YEP leaders regularly collaborate with ACOE's Region IV Expanded Learning Program. Region IV provides technical assistance including training and professional learning communities for YEP site and program leaders. The CHSC offers health and wellness services and programs. YEP partners with CHSC and other District departments to promote peer leadership and mentorship. YEP's Youth Professionals Program which offers paid internships to high school students to work within YEP is supported in this collaboration. CHSC also provides social emotional services and support through county clinical case managers. These clinicians work alongside HUSD social emotional counselors and consult with YEP around student needs as well as providing direct counseling services to YEP students individually and in groups. YEP supports four elementary

schools in the development of early intervening services to support students after school in a model program to interrupt the overidentification of specific subgroups of students for inappropriate special education identification.

Collaborative partnerships are key components embedded in the HUSD Full-Service Community School initiative, in which YEP plays a central role. At the district level, these partnerships are brokered and coordinated through our Student & Family Services Division which houses the Student & Parent Support Programs including YEP. Expanded learning is one of the four pillars of the community school strategy. YEP site leaders participate on each schools' Coordination of Services Team (COST). COST coordinates resources at schools as part of a multi-tiered system of support. YEP, in partnership with school and community partners, facilitates expanded learning interventions. YEP staff also work with families to engage COST when YEP students need more than our base program. YEP Site Leaders collaborate with the COST members to identify new potential partners that can provide services, resources, and funding to support student needs.

YEP management, including the SPSP Director and YEP Program Coordinators, meet with program managers or representatives from each partner organization before the start of each school year to review outcome data and plan upcoming programming. YEP maintains MOUs with most partners and enters annual contracts with those whose services are fully or partially funded by HUSD. Throughout the year, YEP managers maintain open communication with these providers and work with Site Leaders to monitor and support partner activities. At the site level, Site Leaders collaborate with partners to schedule programming, coordinate student outreach, and address challenges as needed.

YEP management regularly considers potential new partnerships to better serve students and their families. When we identify a potential new partner, one of our YEP Coordinators reaches out to the agency via phone/email to schedule an introductory meeting. The coordinator will provide an overview of our program, highlight our needs, and ask about the agency's experience in providing the services we seek. In formalizing a partnership, the SPSP Director and agency contact will work to solidify the arrangement, scope of work, and budget, and MOU. In addition, one of our Field Coordinators, along with Site Leaders, actively seek out potential partners in the community (e.g., CBOs, local businesses and employers, nearby colleges and universities) that can help us recruit volunteers to support our programs, and arrange career exploration activities (e.g., guest speakers, field trips) for our students.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The YEP Continuous Quality Improvement (CQI) process is informed by a robust annual program evaluation. In developing our annual evaluation plan, the SPSP Director and the YEP Coordinators work with our evaluator to identify indicators to track student and program outcomes which are relevant to the California Quality Standards for Expanded Learning Programs as well as support the District's Local Control and Accountability Plan (LCAP) and individual schools' Single Plan for Student Achievement. YEP strives to fulfill our mission and vision of creating programs which engage students in safe, supportive and stimulating environments so they can maximize their potential and thrive. The evaluation incorporates appropriate data collection and analysis so we can assess the progress of YEP students as compared to their non-YEP peers and explore whether there are differential outcomes for students from the following subgroups (gender, race/ethnicity, grade level, ELL, Special Ed, school, multi-year attendees). The SPSP Director and YEP Coordinators meet with the evaluator prior to the start of each school year to design an evaluation plan for the coming year, based on the prior year's evaluation findings. This team meets throughout the school year to align and monitor program outcome data collection efforts and make updates to the evaluation plan and the stakeholder survey tools.

The YEP District and Site Leaders work closely with school teachers, counselors, and the HUSD Assessments, Research, and Evaluation Department to monitor student success through their attendance and disciplinary records, state testing (CAASPP), and Scholastic Reading Inventory results, and English Learners' English language proficiency status. For students in YEP high school programs, we look at high school graduation rates. We also review the results of the California Healthy Kids Survey. We use this academic outcome and other data to target academic interventions, select and refine our enrichment activities, inform YEP staff professional development, and inform course offerings in our dual enrollment program and credit recovery program (for high school students).

As part of our evaluation, we administer satisfaction surveys to students, parents, YEP staff, teachers, and Principals near the end of each school year. These surveys provide insight into stakeholders' opinions of and experiences with YEP which our management team uses to refine programming, particularly our academic support and enrichment activities, as surveys ask for feedback from students, parents, teachers, and staff on their satisfaction with these activities, as well as what activities they would like to see in the program. In our spring 2024 surveys, students' top priorities were arts, sports, and video gaming club activities. Teachers' top priorities for YEP were higher quality homework support and better alignment of the YEP with school-day behavioral expectations. YEP staff prioritized PD in positive behavior management, conflict resolution, and project-based learning. We are addressing all of these priorities in our 2024-2025 programs.

Site Leaders use California After School Program Quality Self-Assessment Tool to evaluate program quality in the following 11 program elements: program design, administration, community collaboration, alignment with the school day, environmental safety, youth development, staff professional development, family involvement, nutrition, and physical activity, promoting diversity, access, and inclusion, and supporting English language learners (ELLs). Site Leaders complete this assessment

at the end of each school year. They work with the YEP Program Coordinators to examine the results of site assessments, student academic achievement data, stakeholder survey responses, and other program evaluation findings to identify areas for improvement, develop short-, medium-, and long-term goals to address these areas, and action steps for achieving the goals. Our CQI process is detailed in the next question.

Our Continuous Quality Improvement (CQI) process for the YEP ensures that our programs are making consistent progress in accomplishing our goals of creating a safe, supportive environment that fosters student development of skills and abilities along with positive social emotional competence. This growth should be reflected in grade appropriate achievement in academic and English language skills, better school attendance, social-emotional learning, and improved school discipline outcomes. This process enables us to evaluate the efficiency and efficacy of site program services and operations and ensure that services at each site are aligned with the goals outlined in the District's Local Control and Accountability Plan and in compliance with state and federal education requirements.

Our CQI process involves annual evaluations that incorporate stakeholder surveys conducted near the end of each school year, site-level self-assessments completed each semester, and student academic outcome data collected on an ongoing basis (student attendance records, test results, dual enrollment, and credit completion, and graduation rates). YEP management, Site Leaders, and other YEP staff receive support for the CQI process through training and technical assistance provided by the Region IV Expanded Learning Team from ACOE.

Our Continuous Quality Improvement (CQI) process is ongoing and involves collaboration between the SPSP Director, YEP Coordinators, Site Leaders, and the evaluator. The process includes: 1) assessing program quality through data collection, 2) developing site-specific Quality Improvement Plans with measurable goals and strategies for enhancement, and 3) improving program quality by implementing these plans and re-evaluating progress toward meeting the identified goals.

During the ASSESS phase, occurring from April to June, each Site Leader completes a self-assessment using the California After School Program Quality Self-Assessment Tool. They also compile feedback gathered from the Youth Advisory Committee, program parents and school Parent Ambassadors. They meet with their YEP Coordinator & Field Coordinator to review these data along with the previous year's evaluation results and student outcome data. This process enables Coordinators to identify each site's strengths and areas for improvement in collaboration with Program Leaders.

During the PLAN phase, from August to September, each Site Leader collaborates with their YEP Program Coordinator to develop an annual site-level Quality Improvement Plan. These plans focus primarily on one priority area per site, guided by program evaluation findings, participant and staff feedback, site assessments, and other input. These priority areas are aligned with the 12 Quality Standards for Expanded Learning in California. In developing these plans, specific short-, medium-, and long-term goals are established, along with activities, SMART objectives, and expected outcomes. The YEP Coordinators and Site Leaders detail the tasks,

timelines, and responsible parties for implementing these activities within the Quality Improvement Plan.

During the IMPROVE phase, from October to March, the YEP Coordinators and Site Leaders meet biweekly to assess progress. These meetings allow the team to review steps taken in the CQI process, problem-solve challenges, ensure deadlines are met, update plans, track goal achievement, and identify staff training and professional development needs.

The CQI process begins anew in April when the SPSP Director, YEP Program Coordinators, and Site Leaders meet to review annual evaluation findings and start planning for the following school year.

To help drive our CQI process, the YEP Coordinators provide training to our Site Leaders on the 12 Quality Standards for Expanded Learning in California, the use of California After School Program Quality Self-Assessment Tool, our ongoing data collection efforts, including the design and distribution of stakeholder surveys, and the overall YEP evaluation plan. This training takes place at the beginning of each school year with continuous updates throughout the school year during bi-weekly YEP Coordinator-Site Leader check-in meetings. We also inform our students' parents/guardians of the details of our CQI process as part of the program orientation. We highlight key steps of the process and recent evaluation findings in our marketing materials.

For the 2024-2025 school year, the overall YEP Quality Improvement Plan has the following three goals: 1) Increase student leadership development, 2) Promote safe and supportive environment, and 3) Support staff development.

Site-level QIPs this year include, for example, goals such as providing students more opportunities for youth voice and leadership in program planning; augmenting staff professional development on restorative practices and positive community building; improving communication and collaboration between YEP and core school staff to better align community school implementation; and refining site safety plans to incorporate the entire expanded day.

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.

YEP is managed by the Director of Student & Parent Support Programs, a Program Coordinator for Elementary Programs and a Coordinator of Secondary Programs. YEP also has a Program Coordinator for Academic Support who supports both elementary and secondary levels with intentional academic and social emotional interventions. YEP enhanced the program management structure to better support site operations to achieve our priorities. Three full-time Field Coordinators work under

the supervision of the YEP Program Coordinators, to provide direct coaching and support to all 24 YEP sites. They assist in planning, organizing, implementing, supervising, evaluating, programs and staff. Each Field Coordinator has a cluster of 9 or 10 schools. Additionally, three Operations Supervisors were added to directly manage specific programs and efforts that have high impact across YEP. One specifically focuses on staff recruitment, hiring and new staff support as appropriate staffing continues to be both a needed priority as well as a major challenge. The other two Operations Supervisors directly manage major youth leadership initiatives. One focuses on YEP's Youth Professionals, an initiative which identifies, trains and supports HUSD junior and senior students to work within YEP as student interns. This gives students paid training and experience which also contributes to workforce development. and helping continuously strengthen the YEPs at a cluster of school sites. The Field Coordinators and Operations Supervisors participate in the staff recruitment and hiring process, provide staff training, and evaluate staff performance. The other Operations Supervisor manages both YEP's Bridge to College program as well our Youth Advisory Committees. As discussed previously, Bridge to College offers middle and high school students the opportunity to take college courses and build college credit pre graduation. Youth Advisory Committees provide youth leadership for each YEP and facilitate student leadership and voice. The Operations Supervisor works closely with site YEP staff to implement and support each program.

Each YEP school site has a full-time Site Leader (Operations Supervisor or Site Coordinator) who oversees daily program operations, data collection efforts, communication and collaboration between the school leadership, counselors, and teachers and the YEP staff, outreach to families, and leads the site CQI process. As noted, Site Leaders are supervised by one of the YEP Program Coordinators along with a Field Coordinator. They collaborate with the school Principal, counselors, teachers, COST, and other teams at the school to align YEP programming with the school's goals and students' needs and interests. Our Site Leaders at the schools develop strong relationships with students, families, and school leadership, faculty, and staff.

YEP sites serving 150 students or more have a part time Site Coordinator, who is supervised by and assists the Site Leader. Site Coordinators help with scheduling and coordinating program activities, ordering supplies, monitoring site safety, data collection, outreach to families, communications with school staff and community partners, and sometimes lead or co-lead activities for students.

We have from two (2) to 14 Program Leaders supporting each site. They are direct service staff who lead activities for groups of students (at a student: staff ratio not exceeding 10:1 for TK-K and 20:1 for 1st-8th grades), including homework periods, tutoring, enrichment, physical activities, mealtimes, and safety drills. They work under the Site Leader's supervision.

YEP Site Leaders have weekly supervisory meetings with their Field Coordinators to check in on program operations, discuss staffing needs and schedules, plan activities and events, and refine programming. Site Leaders and Field Coordinators meet monthly in cluster groups to discuss and share best practices in supporting students, assess progress toward program goals, strategize to develop and refine activities to meet these goals. Site Leaders meet weekly with Principals, school counselors, or

COST Coordinators to coordinate outreach efforts to high-need students and address individual student needs.

Site Leaders supervise teachers and volunteers in our academic programming, as well as the Program Leaders who run daily activities, and (at larger sites) Site Coordinators who assist Site Leaders and Program Leaders. YEP site staff have monthly staff meetings and bi-weekly supervisory meetings with the Site Leaders.

YEP Site Leaders develop leadership skills and stay apprised of research and best practices through internal and external PD, supervision, and coaching. We partner with the Partnership for Children and Youth, CalSAC, and California Afterschool Network (CAN) to keep staff current on best practices in providing robust after-school programming, supporting positive youth development, and working with students with moderate to severe needs. Each year, Site Leaders participate in approximately 60 hours of professional development on topics such as program expectations, policies, and procedures; creating a safe, supportive, and inclusive after-school program climate; enhancing the after school environment; cultural awareness and competence; staff supervision, coaching, and the performance review process; and the CQI process.

The SPSP Director, YEP Program Coordinators, and Field Coordinators meet weekly to monitor and assess program operations, discuss program budget and funding opportunities, plan and schedule staff professional development based on identified needs, plan family engagement strategies, address program staffing and supervision needs, evaluation, and data collection efforts, and resolve issues that may arise. The leadership team surveys Site and Program Leaders each quarter on program dynamics and needs. Professional development training is adjusted based on such information. Each Site Leader completes an annual performance plan to set individualized professional development goals, which are informed by youth development best practices and priority areas in school sites and YEP strategic plans.

The SPSP Director and the YEP Coordinators represent YEP in HUSD's major collaborative forums including Principal Network Meetings, Elementary and Secondary Curriculum Counsels, the Hayward Promise Neighborhood Cradle to Career Learning Network and the Learning and Leadership Academy. The SPSP Director is part of the Superintendent's cabinet. These collaboratives meet regularly throughout the year to align programming and coordinate strategies to support student achievement. YEP administrators work alongside school and other District administrators so YEP is seen as an integral part of the HUSD student experience and not separate isolated programs. Whether at school or at the district level, YEP strives to be a resource supporting the whole student.

HUSD posts comprehensive information about the YEP on the program website. YEP management convenes regular training sessions for parents on how to use the website to enroll in the program and keep up to date on program activities. Each school emails frequent announcements about the YEP to school families. Each YEP program disseminates monthly newsletters to current and prospective YEP families, which include program schedules, activities, events, and other news.

HUSD's Business Services department assigns a Budget Accountant to manage

after-school grant funds. YEP funds an accounting specialist to manage the daily accounting transactions for all YEP sites. HUSD uses Frontline ERP for California as our budget management system to monitor revenues and expenditures by funding source. HUSD contracts with Cityspan to document program daily attendance. The Cityspan software tracks attendance and generates reports for attendance and program participation.

Attached as hyperlinks are both YEP's Family Manual and Staff Handbook. These are provided to all families and staff respectively Both describe program procedures, program design, content, and expectations including enrollment and attendance procedures, program expectations for student behavior.

Appendix A: [HUSD YEP Parent Manual](#)

Appendix B: [HUSD YEP 2024-25 Staff Handbook](#)

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?

YEP's budget provides a range of activities that focus on improving academic achievement and enrichment activities that reinforce and complement whole child development. Described throughout this plan, there are many policies and procedures explained to ensure the proper implementation and adherence to program requirements. In both the Youth Voice and Leadership section and Continuous Quality Improvement section, engagement is foundational to YEP. Student voice drives what experiences and activities students want to have as part of the afterschool programs. Resources are directed toward students' expressed needs and the feedback received from education partners during regular surveys and meetings. As the program participation has grown at each school, expanded learning offerings have increased to provide access and opportunities to all students and families interested in YEP.

The YEP Director and Coordinators collaborate with program partners, the city of Hayward, Alameda County Office of Education and Center for Healthy Schools and Communities, Chabot College, Cal State East Bay, as well as with HUSD's Nutrition Services, and HUSD's Facilities, Maintenance, Operations, and Transportation (FMOT) department, to ensure that the program meets the required local match required by ASES, ASSETS and 21 CCLC.

Attendance reporting is a funding requirement and YEP tracks this diligently. YEP utilizes Cityspan Provider software to track daily program attendance. Program leaders are responsible for taking daily attendance and recording it to the Cityspan system. For sign-out, parents are provided with unique pins, which they use to sign out their children from the program daily.

Fiscal accounting and reporting requirements are completed by the SPSP Director

and by an HUSD Fiscal Analyst who works closely with District management to provide financial reports and overall budget guidance.

Appendix C: [YEP ELO-P Budget](#)

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

The Youth Enrichment Program (YEP) is a department within the Student & Family Services division of the Hayward Unified School District. As such, YEP follows the policies and procedures of the District as well as receives support from other divisions and departments including Business Services, Human Resources, Educational Services and Student Services. These departments provide assistance to YEP in implementing program requirements.

YEP staff receive training and support at the beginning of each year and throughout the year related to the components within California's Quality Standards of Expanded Learning. Each year, YEP School leaders focus on standards based on data from the previous year. The YEP management team recruits professional development and training based on these assessments.

YEP's management team is composed of a program director, coordinators for elementary and secondary programs and field coordinators who support YEP school leaders with program implementation. The management team supports School YEP's directly through ongoing visits to sites while also providing monthly leadership team meetings to review program data and information. YEP implements surveys throughout the year to staff, students and family members on different aspects of the program to inform program objectives and goals. Based on data collected, YEP sites set program specific goals based on the Quality Standards for Expanded learning. The YEP management team meets at least monthly to review budget and expenditures to make sure they align with program needs and goals. YEP also has specific staff dedicated to supporting key areas within YEP. YEP has an Operations Supervisor dedicated to recruitment, hiring and training of program staff and works in close collaboration with the District's Human Resources department so potential candidates receive support meeting program requirements including meeting minimum qualifications of a paraeducator. YEP has a Coordinator for academic support who works closely with YEP school programs for enriching activities supporting homework completion and academic enrichment. The YEP Director and Coordinators participate in CDE's Region IV collaborative for expanded learning. This learning community shares expanded learning best practices and provides up to date program information from CDE.

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.

HUSD's YEP blends funding including ASES, 21 CCLC, ELO-P to create and maintain comprehensive programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. The YEP management team works with California's Expanded Learning Network Region IV and the California Department and also receives guidance from the California Afterschool Network to understand the program guidelines and requirements for all resources. YEP uses the more restrictive requirement from each resource to ensure compliance and works within the state collaborations to understand how state guidelines evolve.

As a result, YEP has increased after school and intersession services to all elementary sites, TK-6th Grade. Each school site's YEP provides nine hours daily of learning opportunities (in conjunction with the core school day). 30 days of intersession outside of the regular school calendar is provided for TK-6th Grades during fall intersession for three year round elementary schools and summer for all schools.

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?

The YEP staff will adhere to the program's 10-1 students-to-staff ratio. If the ratio is exceeded, YEP employs regular substitute program leaders who go through YEP training but are not able to regularly participate in YEP hours while additional staff are hired to meet the required ratio. YEP site leaders also enter the ratio and directly take over student groups when necessary.

YEP collaborates with the District's Educational Services and Early Learning departments as well as with community partners to train TK and K staff around age and developmentally appropriate strategies. Additionally, YEP staff receive training from staff of the SPARK (Successful Preschool Adjustment and Readiness for Kindergarten program at UCSF Benioff Children's Hospital in Oakland. SPARK staff provide in-class professional development support to YEP staff with understanding and supporting our youngest learners. Such strategies will support students' individual strengths, needs, and interests. TK & K students will be appropriately challenged in a learn through play model which focuses on caring and supportive relationships. The TK learning environments will be reflective of the TK curriculum being used in the school day, focused on the students' development and CA Preschool Learning Foundations.

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?

YEP enrollment information is available to all school communities through a variety of communication formats: hard copy flyers, district website, district social media & weekly newsletters, and school newsletters. All written communication is provided in English and Spanish. HUSD's digital platforms can be translated into a wide variety of languages. HUSD also uses direct messaging to the families of enrolled students through Blackboard Connect which sends messages to emails and cell phones again in a range of languages. Families of students identified in the District's unduplicated pupil count (UPC) are provided targeted notification of the start of program enrollment prior to the general district. HUSD schools follow a community schools model and philosophy. The District's Enrollment Center, Family Engagement Specialists, Community Schools Specialists, the District's Newcomer Support Program and Homeless/Foster liaison collaborate with YEP staff to promote enrollment especially among families who qualify for ELO-P priority. YEP is part of Hayward's Promise Neighborhood Program and works with community partners including the City of Hayward, Cal State East Bay, Chabot College, 4 C's of Alameda County, Hayward Area Recreation Department and others to also promote our expanded learning program. The District's Family Engagement department also collaborates with YEP and provides evening Parent Power Session which are meetings to inform families of important topics within HUSD including YEP programming and enrollment. YEP also participates in school events including Kindergarten orientations, open house, and back to school night. Families are provided the opportunities to enroll in YEP at any time during the school year however enrollment is emphasized each May for the upcoming school year, at the start of each year, as well as at the time when students initially enroll into the school district.

YEP Enrollment is web-based; parents enroll through a virtual platform through YEP's website (again translatable via google translate). Family support for enrollment is available at YEP's main office with added training and support during the annual enrollment opening for each year and summer. YEP provides training and support to

assist families in building their profile in the system and to enroll in classes at their school. Completion and submission of the online application is considered the parent signature and enrollment records are kept digitally in YEP's enrollment system. YEP is offered at all schools so transportation support is not needed.

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.

YEP offers Day study trips periodically throughout the school year and during the summer. During the school year, specific YEP elementary programs (grades 4th-6th) participate in soccer competitions between schools. On Wednesdays, groups of schools travel to Schafer Park elementary school to play with each other. These activities promote movement, fitness, cooperation & teamwork. Students demonstrate knowledge of movement concepts and the principles that apply to the learning and performance of physical activities as well as strategies and sportsmanship.

YEPs also participate annually in March in the California After School & Summer Challenge and a visit to the state capital in Sacramento. At the After School & Summer challenge, student leaders (grades 7th-12th) from each school's Youth Advisory Committee champion the critical role of out-of-school-time (OST) programs and advocate to show how vital OST programs are in creating a more equitable future for California's youth and families. The elementary Youth Advisory Committee students (5th & 6th grade) have capital tours where they visit with legislators and staff and experience the state legislature in action. In both study trips, students learn to analyze the role of elected officials at the state level and the role the legislature plays in policy and funding. They learn to advocate their local elected officials to create change effectively within their community.

During summer YEP middle school students (grades 7 & 8) participate in study trips that reinforce the concepts learned during summer project-based science, technology, engineering, arts and math (STEAM) activities. In July, elementary students (grades TK-6) will attend trips to the Monterey Aquarium. Students will explore life sciences

and learn about aquatic animals and ecosystems. Also in July, middle school students will visit Discovery Kingdom. Students will gain better understanding of the different engineering structures and how they are designed and built. While on the rides, students will gain a hands-on understanding of kinetic force and torque. Students also practice positive social and emotional skills during these experiences. After study trips, small groups debrief and review their experiences and learning.

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.

YEP operates with blended funding including family fees at the elementary level. Middle and High school YEP is free. Fees are waived for students who qualify for free or reduced meals, are in foster care or are unhoused (identification in collaboration with the District's homeless liaison). No student is denied access to YEP due to inability to pay. YEP charges \$1,250 per year with a 20% discount for families with multiple students enrolled. YEP collaborates with school staff, the Family Engagement Department and other departments to inform families of their opportunities to update their student information related to eligibility for fee waivers. Families may apply for fee reduction based on need by contacting the YEP main office (510) 723-3857 ext. 34186.

Sample Program Schedule- Regular School Day

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

The sample schedule for elementary programs incorporated specialized programming for TK students. Activities include rest breaks, circle time, literature, movement, enrichment, nutrition, and physical activities. This sample schedule also includes other elementary grade levels. Activities include circle time, literature, movement, enrichment, nutrition, and physical activities.

The sample schedule for middle school students includes restorative practices-circle time, literature, movement, enrichment, nutrition, and physical activities.

The sample schedule for High School students includes a flexible schedule considering other obligations such as sports and work. High school follows a club model where students can participate in a range of activities and also have time to complete homework and participate in academic support. YEP partners with Friday Night Live to provide engaging activities and awareness promoting a drug free lifestyle.

Appendix D: [YEP Program Schedule](#)

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.