Expanded Learning Opportunities Program Plan

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

Alum Rock School District and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Alum Rock School District

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

1. Adelante Dual Language Academy
2. Adelante Dual Language Academy II
3. Aptitud Community Academy
4. Hubbard Media Arts Academy
5. Linda Vista Elementary
6. Lyndale Elementary
7. McCollam Elementary
8. Painter Elementary
9. Russo McEntee Elementary
10. Ryan STEAM Academy
11. San Antonio
12. L.U.C.H.A Elementary

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Purpose

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

Definitions

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

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

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

Educational Element

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

Enrichment Element

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

Off-Site Locations

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

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment.

Physical Safety - 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.

Every new school year, the State & Federal Programs Department provides two full days of comprehensive training & orientation on safety procedures that are aligned with the instructional day. All staff serving in our Expanded Learning Programs will be required to attend the training. For example, the following district policies and procedures include but are not limited to: after-school staff expectations, use of web-based educational applications, use of technology, child abuse and mandated reporting, emergency drills, and other safety measures. In addition, site Principals share a copy of the school safety plan with the Expanded Learning team. Regular safety drills will be conducted by staff in alignment with the school's process and protocols. All Expanded Learning Program partners are required to provide their staff with the appropriate CPR/First Aid training and certification prior to working with students.

As part of the implementation of safety measures, Alum Rock uses an electronic attendance system, also known as City Span, to keep track of daily attendance. For added security, parents/guardians or designees must provide their name and signature and the time of the departure from the program.. Adults over the age of 18 must be prepared to show a valid ID that matches each student's emergency contact information.

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.

Alum Rock's Expanded Learning Opportunities Program is grounded in the belief that students thrive academically and socially when they feel emotionally safe, connected, and supported at their school site. Our program intentionally creates environments that promote a sense of belonging, trust, and positive relationships between students, staff, and peers.

Each day, staff incorporate structured community-building practices such as daily check-ins, collaborative games, and reflective circles to foster strong interpersonal connections and group cohesion. These activities encourage students to express themselves, listen to others, and build empathy, core competencies of social-emotional learning (SEL).

After-school staff receive training in trauma-informed care, conflict resolution, and inclusive

instructional strategies to create safe spaces where all students.

SEL is embedded across academic and enrichment activities, with students developing self-awareness, responsible decision-making, and emotional regulation through practices like mindfulness, creative writing, and art. For our youngest learners, the Kimochis® curriculum, used school-wide and in ELO classrooms, supports emotional literacy and character development through a common language that bridges school and home, aligned with PBIS and MTSS tiers to promote a positive, communicative school climate.

In addition, regular collaboration between Expanded Learning staff and school-day educators ensures continuity in behavioral expectations, student support strategies, and communication with families. Our program's commitment to emotional safety is further supported through the use of student surveys (e.g., Panorama) and feedback loops, which guide continuous improvement and responsiveness to student needs.

By fostering an emotionally supportive environment, Alum Rock's ELO-P program not only enhances student well-being but also lays the foundation for lifelong resilience, collaboration, and academic success.

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.

Alum Rock Union School District's Expanded Learning Program operates Monday through Friday, before school starting at 7:30 a.m. and after school from dismissal until 6:00 p.m., in alignment with each school site's daily schedule and calendar. The program includes two branches of service: the traditional ASES program and the Expanded Learning Opportunities Program (ELO-P), which enhances enrichment offerings for participating students. Both programs include a minimum of one hour of homework or tutorial support daily, along with diverse enrichment activities in visual and performing arts, music, technology, and structured sports. Providers also coordinate culminating events, such as STEAM showcases, project-based learning exhibitions, talent shows, and service-learning projects, to celebrate student growth and engagement. Families and community members are invited to attend and support these events.

Intersession and summer camp offerings combine academic instruction to mitigate learning loss with hands-on enrichment experiences. Students strengthen reading and math skills in engaging, creative environments, ensuring year-round learning continuity.

Collaboration between Expanded Learning staff and regular school-day educators is a key element of program quality. Through ongoing meetings, classroom teachers share instructional strategies, academic focus areas, and best practices, while sometimes offering direct training to ELO staff. This collaboration ensures instructional alignment and a more cohesive support system for students.

Student progress is monitored using multiple data sources, including Smarter Balanced Assessment Consortium (SBAC) scores, English Language Proficiency Assessments for California (ELPAC), district benchmarks, and Illuminate assessments. Site administrators, teachers, and ELO staff work together to use this data in designing targeted academic supports within the after-school program.

To ensure health and safety, all staff working with students are required to undergo tuberculosis (TB) testing and fingerprinting as part of the vendor approval process. Additionally, the district verifies that all after-school providers meet the No Child Left Behind (NCLB) requirements. Staff who do not meet these qualifications are referred to Human Resources for testing and verification.

To maintain minimum staff-to-student ratios (as required by EC Section 46120(b)(2)(D)), program leadership conducts routine site observations and regularly audits enrollment and attendance records.

Staff development is a priority across both ASES and ELO-P programs. The district offers more than the required three days of professional development annually, providing monthly sessions that equip staff with the competencies needed to effectively engage and support students. These trainings are scheduled outside of instructional hours to ensure they do not impact direct program time.

3—Skill Building

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

Academic support is a foundational element of Alum Rock's Expanded Learning program, designed to reinforce mastery of the Common Core State Standards and ensure alignment with the regular instructional day. The program provides structured academic assistance through specific key components: homework assistance and targeted intervention services such as tutoring, both of which are tailored to meet students' individual academic needs.

Homework Assistance:
Students are provided with approximately one hour each day to complete their assignments in a supportive environment. After-school staff are trained to assist students and have access to assignment information through platforms such as Google Classroom and other learning management systems. This digital access allows staff to monitor student progress, clarify instructions, and provide guidance aligned with classroom expectations.

Targeted Intervention supports (ie. Tutoring and Instructional Alignment):
Tutoring support is driven by a collaborative partnership between Expanded Learning staff and the regular school day team. Through ongoing meetings and planning sessions, grade-level classroom teachers share instructional strategies, recommend specific academic concepts to reinforce, and provide insights on student learning styles and needs. This ensures that tutoring sessions are intentional and targeted. In some cases, classroom teachers also lead professional development sessions for Expanded Learning staff, offering training on instructional techniques, intervention strategies, and engagement practices that maximize academic outcomes.

By integrating direct support, real-time access to student assignments, and collaborative planning with credentialed educators, the Expanded Learning program creates a cohesive academic experience that

reinforces and extends the regular school day.

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.

Our Expanded Learning providers regularly check in with students to allow for community and relationship building in order to create a sense of connectedness and belonging. Some of our after-school partners provide enrichment clubs and service learning projects for elementary and middle school students who participate in our Expanded Learning program. In addition, middle school students in 6-8 grade are invited to share their input on programming at our annual LCAP Middle School Input Sessions so that they have the opportunity to voice their opinions and suggestions in improving our district-wide programs, such as our Expanded Learning program. Additionally, students also participate in our yearly Panorama survey in the Fall & Spring. We sent out surveys to the students to obtain feedback on the enrichment offerings, so they can share their perspectives, concerns, and interests in order to inform and improve on our services.

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.

Our Expanded Learning Program is committed to promoting healthy choices and behaviors by creating a supportive environment that nurtures the whole child. Our team collaborates closely with school-day staff to align after-school activities with each site's Positive Behavioral Interventions and Supports (PBIS) framework and Social Emotional Learning (SEL) initiatives. This ensures consistency in behavioral expectations and supports students' emotional well-being across the school day and extended learning time.

Students participate in a variety of enrichment clubs that encourage healthy habits, such as physical movement, mindfulness practices, and brain breaks embedded throughout the academic and recreational portions of the program. These opportunities not only help students stay active but also support self-regulation and mental focus. In addition, all sites incorporate daily physical activity, including structured games, indoor and outdoor play, and fitness challenges, ensuring students engage in regular movement that promotes physical wellness.

To support nutrition and healthy eating habits, all participating students are provided a nutritious supper meal, prepared and served in partnership with the Child Nutrition Services (CNS) department. Meals are distributed at each school location and meet the requirements of the National School Lunch Program, the School Breakfast Program. These standards ensure that meals are well-balanced,

age-appropriate, and culturally inclusive.

As part of our integrated enrichment offerings, we also integrate hands-on culinary workshops where students learn basic cooking techniques, explore healthy recipes, and discover new fruits and vegetables. These experiences foster life skills and encourage students to make informed food choices, contributing to lifelong healthy habits.

Through a combination of aligned SEL practices, nutritious meals, physical activity, and health-focused enrichment, our Expanded Learning Program provides comprehensive support for students to thrive physically, emotionally, and socially.

6—Diversity, Access, and Equity

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

The Expanded Learning Opportunities Program (ELO-P) is intentionally designed to promote cultural and linguistic diversity while ensuring access and equity for all students, including those with disabilities. Our program celebrates the rich cultural backgrounds of our students by offering inclusive activities that honor their unique identities and provide opportunities for cross-cultural learning and appreciation.

We foster a welcoming environment where students explore their heritage through culturally relevant activities, such as art projects, storytelling, performances, and presentations. Family engagement is central to this effort, and our programs host events and celebrations that highlight diverse cultural traditions, languages, and histories, affirming students' identities and building bridges across the community.

To ensure exposure to a broad range of perspectives, the program also integrates experiences that introduce students to cultures and heritages different from their own. Field trips, guest speakers, and integrated enrichment opportunities are provided.

Our commitment to equity is also reflected in staffing and professional development. We actively collaborate with our providers to ensure that they recruit program staff who reflect the demographics of the students we serve, and we provide ongoing training focused on diversity, equity, inclusion, and cultural responsiveness. These efforts support staff in creating a safe, respectful, and inclusive environment for all students.

The program also takes intentional steps to ensure full access and participation for students with disabilities, English Learners, Foster Youth, McKinney-Vento Youth, and low-income students. We collaborate closely with school site teams and families to identify individual needs and provide accommodations, including appropriate staffing ratios, accessible materials, and program modifications

to ensure inclusive strategies are implemented. Multilingual supports are embedded into program communication and instruction to ensure that language is never a barrier to access or engagement.

Through these intentional practices, the ELO-P creates inclusive spaces where every student can thrive, feel a sense of belonging, and engage in meaningful learning that reflects and respects their lived experiences.

7—Quality Staff

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

Minimum Staff Qualifications

- What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff.

- Describe how your program will maintain minimum staffing ratios. (See [*EC* Section 46120(b)(2)(D)]).

Our Expanded Learning Program is committed to ensuring students engage with high-quality staff who are well-prepared to deliver enriching, inclusive, and developmentally appropriate programming. We achieve this by leveraging strong partnerships with community-based organizations (CBOs) and maintaining clear standards for recruitment, training, supervision, and professional development.

Recruitment and Minimum Qualifications:
Our community partners actively recruit staff, helping to expand their candidate pool and bring diverse experiences, cultural knowledge, and language skills into our programs. All instructional staff must meet the Alum Rock Union School District's qualifications for Instructional Aides. This includes a minimum of 48 college units, an associate degree or higher, or successful completion of a district-approved paraprofessional exam offered by ARUSD. These standards ensure our students are served by individuals who have the foundational academic and interpersonal skills necessary to support student learning and engagement.

Health and Safety Screening:
All staff undergo thorough health and safety screenings as part of the hiring process. This includes DOJ/FBI fingerprint background checks, TB testing, health screening, and verification of eligibility to work in a school setting. Staff are also trained in CPR/First Aid and receive mandated reporter training to ensure a safe and responsive environment for students.

Staffing Ratios and Oversight:
We maintain the state-required staff-to-student ratios of 1:10 for Transitional Kindergarten (TK) and

Kindergarten and 1:20 for grades 1–8, as specified under EC Section 46120(b)(2)(D). Site Coordinators, placed by our partner agencies, manage daily operations and ensure appropriate supervision and ratio compliance. District-level program administrators, program managers, and site principals conduct regular site visits and ongoing observations to monitor quality and compliance.

Professional Development and Continuous Improvement:
Staff development is a cornerstone of our program quality. Program managers conduct regular observations, coach staff in real-time, and provide timely, actionable feedback. District leadership collaborates with Regional Leaders-Region 5 Expanded learning, CBO partners, and other District administrators to identify professional development needs and co-create training plans aligned with observation data and staff self-assessments.

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 the program to offer up to 3 days of staff development. This activity is allowable during instructional days or non-school days. (See [*EC* Section 46120(b)(8)]).

Our staff development plan includes training in youth development, trauma-informed care, behavior management, cultural responsiveness, inclusive practices, and curriculum delivery. Staff have access to district-led training days, workshops offered by Regional Leaders-Region 5 Expanded learning, and professional learning communities. The program reserves up to three instructional or non-school days per year to close programs and provide focused professional development for all Expanded Learning staff, in alignment with EC Section 46120(b)(8). Through intentional hiring, clear qualification standards, supportive supervision, and robust training, our Expanded Learning Program ensures students consistently engage with caring, competent, and culturally responsive adults who foster meaningful connections and enrich their overall learning experience.

8—Clear Vision, Mission, and Purpose

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

The Alum Rock Expanded Learning Program is grounded in a clear vision, mission, and purpose that guide all aspects of its design and implementation. Our mission is to offer high-quality Pre-K and school-age programming during the after-school hours that reflects the Alum Rock Union School District's core values of Service, Perseverance, Love, Trust, and Equity. We are committed to providing enriching experiences that support student development and well-being beyond the traditional school day.

Our vision is to create a safe, inclusive, and stimulating environment where students are actively engaged in a variety of hands-on learning opportunities that extend academic concepts, nurture creativity, and promote social-emotional growth. The program is designed to serve as an extension of the regular school day, reinforcing student learning while encouraging exploration and personal development.

The purpose of the Expanded Learning Program is to enhance the overall school experience by offering a well-rounded, supportive space for all students during the critical after-school hours. Our efforts are intentionally aligned with the District's Local Control and Accountability Plan (LCAP) goals and priorities:

- Academic Achievement is supported daily through structured homework assistance, targeted academic interventions, and collaboration with school-day staff (LCAP Goals 1 and 2).
- Student Safety and Well-Being are central to the program, providing an emotionally and physically safe space where students feel a sense of belonging (LCAP Goal 3).
- 21st Century Skills and Enrichment are fostered through engaging activities in STEM, the visual and performing arts (VAPA), and leadership development (LCAP Goal 3).
- Family Engagement is encouraged through regular events, celebrations, and opportunities for parents to connect with their children's learning and the school community (LCAP Goal 3).

Together, our mission, vision, and purpose reflect a strong commitment to equity, whole-child development, and educational enrichment, ensuring that every student has access to opportunities that inspire growth, creativity, and lifelong learning.

9—Collaborative Partnerships

- Detail the program's collaborative partnerships.

Students and Families

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

The Alum Rock Union School District's Expanded Learning Opportunities Program (ELO-P) is built on strong collaboration between students, families, school staff, district departments, and community-based organizations. This collective approach ensures that the program reflects the needs, interests, and strengths of the community it serves.

Student and Family Engagement
Students and families play an essential role in the creation, implementation, and continuous improvement of the ELO-P. To inform the development of the program plan, input was gathered through family engagement events, school site meetings, and student surveys. Families shared feedback on desired program components, such as academic support, enrichment offerings, safety, and extended care hours, which were directly incorporated into the program design.

Ongoing engagement continues throughout the year. Families are invited to participate in program-sponsored events, cultural celebrations, showcases of student work, and parent workshops. Biannual surveys are conducted to gather input on program effectiveness, satisfaction, and opportunities for improvement. This data is analyzed and used to establish annual goals and make real-time adjustments to programming to better meet student and family needs. Communication is maintained through newsletters, bilingual outreach, and direct engagement with Site Leaders.

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.

Collaboration with Community-Based Organizations (CBOs) and Non-LEA Partners

The district maintains active partnerships with several community-based organizations, including Think Together, Envisioneers, East Valley Family YMCA, City Year, and a new partner Boys and Girls Club. These partners are deeply involved in the co-design, implementation, and evaluation of the Expanded Learning Program. Planning meetings are held quarterly with agency leadership to assess program alignment, review goals, address implementation challenges, and share promising practices. CBOs participate in collaborative decision-making to ensure the program remains relevant and high-quality.

Districtwide Integration and Alignment with Key Initiatives

The ELO-P is intentionally coordinated with district initiatives to maximize impact and streamline student support systems. The program is aligned with the district's Community Schools model, providing a hub for academics, enrichment, wellness, and family engagement. It also supports the district's Multi-Tiered System of Supports (MTSS) by serving as an extended arm of intervention, enrichment, and social-emotional development. Program staff collaborate with school-day staff to identify students in need of additional support and implement tailored strategies during after school hours, such as homework help, behavioral supports, and tutoring. In addition, the Regional Leaders-Region 5 Expanded learning provides technical assistance and training to district and agency staff. This partnership ensures the program stays current with state expectations and supports continuous quality improvement.

Cross-departmental collaboration is central to successful program administration. The Expanded Learning Program Director works closely with:

- Student Services for safety protocols, mandated reporting, and 504 supports,
- Academic Services for alignment with the curriculum and access to digital tools,
- Special Education for inclusion strategies and accommodations for students with IEPs,
- Child Nutrition Services to ensure compliance with meal guidelines, and

- Human Resources for staffing needs and qualifications oversight.

This collective impact model ensures that the Expanded Learning Program offers a well-integrated, responsive, and community-rooted extension of the school day that supports the whole child and advances equity across the district.

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.

Alum Rock Union School District integrates a robust Continuous Quality Improvement (CQI) process within its Expanded Learning Program to ensure intentional, data-driven enhancements in program quality, management practices, and student outcomes. While academic indicators such as Smarter Balanced (SBAC) and ELPAC scores and i-Ready scores, and the Panorama survey are used to assess academic growth, our CQI process also emphasizes student social, behavioral, and skill development data to reflect a whole-child approach.

To support this, the program collects data on key social-emotional competencies, including social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. These outcomes are assessed through multiple measures, including:

- Annual student, staff, and family climate surveys that capture perceptions of belonging, engagement, and emotional safety,
- Behavioral records such as referrals and positive behavior interventions aligned with each site's PBIS framework,
- Attendance data, which serves as a proxy for student engagement and connection to school, and
- Staff observations and reflections, including notes on students' interpersonal interactions, leadership development, and group participation.

Program leaders and site staff engage in intentional reflection cycles to analyze this data throughout the school year as part of the CQI timeline. For example:

- In September/October, site staff and administration review student behavior and climate data to identify social-emotional focus areas.
- In the fall and in the spring, surveys are administered to students, families, teachers, and site

leads to collect qualitative and quantitative data on how students are developing key skills like perseverance and conflict resolution through program activities.
- By January, the fall data informs revisions to the CQI plan, with targeted goals set to strengthen SEL-focused enrichment, staff professional development, or student supports.
- In February through June, revised practices are implemented, and their effectiveness is monitored through ongoing observations and student engagement trends.

Program activities are then refined to ensure they support the development of students' social-emotional skills. For example, if data indicates low levels of school connectedness or self-control, the program may integrate structured community-building circles, mindfulness practices, or cooperative learning games. Additionally, staff training plans are adjusted based on identified needs, such as strategies for promoting student perseverance or managing peer conflict.

Through this comprehensive CQI process, anchored in the CDE Quality Standards for Expanded Learning, Alum Rock's Expanded Learning Program fosters continuous reflection and growth. This ensures that programming remains responsive to student needs and intentionally cultivates not just academic success, but also the social and emotional competencies that contribute to lifelong learning and well-being.

11—Program Management

Policies and Procedures

- Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The Alum Rock Union School District's Expanded Learning Program will build upon the established structure and policies developed through our ASES-funded programming. This includes a comprehensive set of procedures and expectations for program operations, enrollment, attendance tracking, staffing, supervision, and continuous quality improvement. These documents are maintained and regularly reviewed by the State and Federal Programs department.

Key components of our operational framework include:

- Enrollment and Registration: Each site utilizes a centralized system for student registration. Families are required to complete enrollment packets, which include emergency contact information, attendance expectations, and parent agreements.
- Attendance Tracking: Daily attendance is logged by site managers through the Cityspan data management system, ensuring compliance with state regulations and accurate reporting. Attendance data is reviewed weekly by program directors and used to guide site staffing, identify patterns in student engagement, and inform retention strategies.
- Documentation and Record-Keeping: All student records, including enrollment forms, sign-in/out sheets, behavior logs, and family communication and documentation, are securely

stored in accordance with district policies and state privacy laws. Staff also maintain daily logs of lesson plans and enrichment activities to support program monitoring and evaluation.

- Safety and Supervision: Staff are trained in health, safety, and emergency procedures. Sites follow established district protocols related to student supervision, mandated reporting, and crisis response. Site managers are responsible for ensuring adherence to these policies at each program location.

Policies and procedures manuals, including forms and workflows, are provided to all program staff and are reviewed before the school year begins, mid-year, and close to the year ending to ensure alignment with the California Education Code, CDE requirements, and district-level expectations.

Budget

- Provide your budget for the program, including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program.[3]

- How does this budget reflect the needs of students and families within the community?

Our budget reflects the following priorities:

- Increased access to services: Funding is allocated to serve all TK–6 students, including extended day programming that aligns with family work schedules and student interests.
- Staffing and quality instruction: The budget includes allocations for hiring additional site managers, instructional aides, and enrichment providers to maintain appropriate staff-to-student ratios and enhance program quality.
- Equity-focused enrichment offerings: Funds support partnerships that deliver STEM, visual and performing arts, physical education, service learning, and culturally relevant programming designed to reflect the diverse interests and backgrounds of our student population.
- Professional development: Ongoing staff training and development are built into the budget to ensure staff are equipped to support social-emotional learning, inclusion, and academic reinforcement.

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

The program is managed through the existing ASES infrastructure, with site managers overseeing daily operations, program directors supervising staff, and the State and Federal Programs Coordinator and Director providing fiscal oversight and program compliance. All expenditures are tracked using district

financial systems, and the budget is reviewed regularly to ensure funds are used in a reasonable, necessary, and allowable manner.

Together, our policies and budget practices ensure that Alum Rock's Expanded Learning Program remains fiscally responsible, student-centered, and aligned with our district's mission to provide equitable access to high-quality after-school learning experiences.

[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

1. Existing After School Education and Safety (ASES) and 21st Century 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? **X** Yes ❒ No

Do you have a 21st CCLC Grant? ❒ Yes X No

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

Alum Rock School District is fortunate to receive ASES funding for all 21 school sites in the District and in the school year of 2025-2026 to 15 schools. Our schools currently provide after school programs through sub-contracts with three agencies that serve between 84 (Elementary) to 111 (Middle) students at every site, following the requirements for ASES programs.

The Expanded Learning Opportunity Program (ELO-P) funding provides an opportunity to expand the services to additional students not currently served in our ASES programs. District staff is working closely with our community-based partners and current Expanded Learning providers to expand opportunities that complement our current after school programming to develop a comprehensive

and universal Expanded Learning Program. The ELO-P funds will provide resources to offer enrichment opportunities in addition to academic support. Various educational partners will provide enrichment opportunities as part of our ELO program, including STEM, art, sports, music, dance, robotics, coding, etc. These programs will be held on campus, utilizing 6 - 8 week rotation cycles throughout the school year. Both youth enrolled in ASES and those only enrolled in the ELO Program will be able to participate in the rotation cycles.

2. 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 Alum Rock Union School District (ARUSD) is deeply committed to providing developmentally informed, high-quality learning environments for our youngest learners. Guided by our Early Learning Strategic Plan, we take a holistic approach that begins with prenatal support through our Family Resource Centers. Our Transitional Kindergarten (TK) and Kindergarten (K) programming intentionally aligns with the educational experiences across school, family, and community settings to support the whole child.

Currently, all ARUSD elementary schools offer expanded day programming for TK/K students, serving up to 40 students per site using a 20:1 student-to-staff ratio. With the support of ELO-P funding, we will expand access and transition to a lower 10:1 ratio, in full compliance with Education Code Section 46120(b)(2)(D). This will allow us to serve more students more effectively, ensuring smaller group instruction and individualized support.

To maintain this lower ratio, ARUSD will increase staffing through strategic recruitment efforts in collaboration with our community partners, local colleges, and workforce pipelines. Job postings will prioritize candidates with early childhood experience or coursework in child development. The district will also utilize existing Instructional Aide qualification standards to ensure that all staff are appropriately trained and qualified.

Staff training and preparation are central to our plan. We provide all Expanded Learning staff working with TK/K students with targeted professional development grounded in:

- The California Preschool Learning Foundations and Frameworks
- Developmentally appropriate practices for early elementary education
- The TK/K instructional standards and curriculum (we collaborate with the Early Learning

Department within the district and with the Santa Clara County Office of Education.

Training emphasizes understanding child development, fostering social-emotional learning, and supporting emergent literacy and numeracy in play-based and structured settings. Additional coaching is provided by the School site admin, District coordinator, and ELR Director to reinforce alignment with the regular school day.

The curriculum and programming for TK/K students will be developmentally informed, integrating hands-on exploration, creative play, guided movement, story time, music, and sensory-rich experiences. These activities are aligned with the district's early learning goals and are designed to foster language development, motor skills, emotional regulation, and early academic readiness, while maintaining consistency with what students experience during the regular school day.

Through this intentional alignment of staffing, training, ratio management, and developmentally appropriate curriculum, ARUSD ensures that TK/K students in our Expanded Learning Program are supported in environments that nurture their growth, curiosity, and foundational skills, setting them up for long-term academic and social-emotional success.

3. 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 enrolment process. Include the distribution of the form, the signature process, and how the forms are stored.
- Will transportation be provided?

The Alum Rock Union School District (ARUSD) is committed to ensuring equitable access to the Expanded Learning Opportunities Program (ELO-P) through culturally and linguistically responsive outreach, simplified enrollment processes, and family-centered support systems.

Culturally and Linguistically Appropriate Communication:
Recognizing the diverse cultural and linguistic backgrounds of our families, ARUSD uses a variety of communication channels to inform families about ELO-P offerings, including translated flyers, bilingual staff outreach, text messages, emails, and school site meetings conducted in English, Spanish, and Vietnamese, our most commonly spoken languages. All promotional materials and enrollment forms are translated accordingly, and family orientations are offered in multiple languages to ensure clarity and inclusivity. School staff, site leaders, and community Liaisons are trained to engage families in a culturally respectful manner and to answer questions about program eligibility, schedules, and offerings.

Enrollment Process and Access:
ARUSD ensures that every TK–6 family is given the opportunity to enroll in ELO-P. Enrollment forms are

distributed via multiple methods, including paper copies sent home in backpacks, email attachments, and digital links posted on the school and district websites. Families may also receive forms during school events, in-person at the front office, or during family engagement meetings. Parents/guardians are required to sign the enrollment form to acknowledge their child's participation and agree to program expectations. All enrollment documentation is securely stored in both physical files at the school site and digitally within each of the provider's online portals for accountability and access tracking. Families are notified of their child's enrollment status and start date promptly.

To ensure broad access, enrollment is prioritized for students with the highest need, including those who are low-income, English Learners, Foster Youth, McKinney-Vento Youth, and students with disabilities. Interest lists are managed fairly, and families are kept informed throughout the process as the providers onboard new staff.

Transportation:
To further remove barriers to access, transportation is provided to and from select school sites where there is a demonstrated need during intercession and summer school offerings. Bus schedules are communicated to families in advance, and all transportation aligns with district safety protocols. For schools without direct transportation services, the district works with families to identify feasible solutions and ensure students can participate consistently.

Through these inclusive practices, ARUSD ensures that all families have the opportunity to engage in ELO-P, receive information in their preferred language, and experience a welcoming and accessible program that supports the academic and personal growth of their children.

4. 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 the learning outcomes intended. Include the specific knowledge and skills students will develop.

- Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

As part of Alum Rock Union School District's Expanded Learning Opportunities Program (ELO-P), educational field trips are designed to extend and enrich student learning beyond the classroom through culturally and academically aligned experiences. These trips are directly connected to the academic and enrichment components of the ELO-P and are planned and coordinated solely by ELO-P staff in accordance with all program, staffing, and district field trip policies.

Purpose and Learning Outcomes:
This field trip is intended to support students' understanding of science, technology, engineering, and math (STEM) by providing real-world connections to classroom learning. Students will engage in hands-on, inquiry-based exploration of engineering principles, robotics, and environmental sustainability through interactive exhibits and as part of Alum Rock Union School District's Expanded Learning Opportunities Program (ELO-P), Educational field trips are designed to extend and enrich student learning beyond the classroom through culturally and academically aligned experiences. These trips are directly connected to the academic and enrichment components of the ELO-P and are planned and coordinated solely by ELO-P staff in accordance with all program, staffing, and district field trip policies.

Purpose and Learning Outcomes:
These field trips are intended to support students' understanding of science, technology, engineering, and math (STEM) by providing real-world connections to classroom learning. Students will engage in hands-on, inquiry-based exploration of engineering principles, robotics, and environmental sustainability through interactive exhibits and guided tours. This experience is designed to:

- Reinforce grade-level science and math concepts.
- Develop critical thinking, problem-solving, and collaboration skills.
- Encourage curiosity, innovation, and career awareness in STEM fields.
- Promote academic confidence and school connectedness through engaging enrichment.

Examples of details of trips

- Anticipated Date(s): During the holiday season/intercession/summer.
- Duration: Half-day field trip (3:00 PM – 5:30 PM) or full day (8am-5pm)Intercessions
- Grade Level(s): all grade levels-students participating in the ELO-P
- Transportation: District school buses will be used for safe and reliable transportation. Transportation will be coordinated in advance and approved through the District's transportation department.

Staffing and Supervision:
All student groups will be supervised by ELO-P staff who meet the instructional aide qualifications as required by the district. The field trip will maintain the appropriate staff-to-student ratio of 1:20 for grades 1–6, and 1:10 if younger TK/K students attend. All chaperones will be trained in field trip safety

procedures, and rosters will be maintained to ensure student accountability throughout the trip.

This educational field trip exemplifies the ELO-P's commitment to providing enriching, meaningful, and standards-aligned learning opportunities that deepen student engagement, academic growth, and exposure to future pathways.

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

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

ARUSD is exploring in implementing a fee structure for participation in the Expanded Learning Opportunity Program during intercession/summer. However, we are committed to equity and will waive fees for students who qualify for free or reduced-price meals, are experiencing homelessness under the McKinney-Vento Act, or are in foster care. Fees, if implemented, will be based on a sliding scale that takes into account family income and ability to pay.

6. 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.

Regular Instructional Day (9 hour sample schedule)

7:00 am - 8:00 am-Before care
8 am - 2:30 pm - Instructional Day
2:30 pm - 5 pm - ELO program (ie. Academic/Homework support, SEL, STEM, VAPA,

Sports) Breakfast, Lunch and Supper provided

Intersession Day (9 hour
sample schedule) 8 am - 5 pm
Camp activities
(ie. Academic support, SEL, STEM, VAPA,
outdoor activity) Breakfast, Lunch and Supper
provided

Summer Instruction + ELO program (9 hour
sample schedule) 8 am - 12 pm - Academic
Support Program
12 pm - 5 pm - ELO Program (ie. Academic support, SEL, STEM, VAPA,
outdoor activity) Breakfast, Lunch and Supper provided

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 School Days 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):**

(i) For at least 30 nonschool days, 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.

(ii) 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 Schoolsites

***EC* Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at school sites 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):**

> (1) [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.
>
> (2) [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. The 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)**

(b) 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). (c) 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) An arrest of an employee of the third party.

(10) Any other event as specified by the local educational agency.

(d) 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 in order for the pupil to receive services pursuant to this article.