

Expanded Learning Opportunities Program Plan 2024-2025



Prepared by:
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Expanded Learning Opportunities Program Plan



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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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

1. Alder Middle
2. Almeria Middle
3. Almond Elementary
4. Beech Avenue Elementary
5. Canyon Crest Elementary
6. Chaparral Academy of Technology
7. Citrus Elementary
8. Cypress Elementary
9. Date Elementary
10. Dolores Huerta International Academy
11. Dorothy Grant Innovations Academy
12. Fontana Middle
13. Harry S. Truman Middle
14. Hemlock Elementary
15. Juniper Elementary
16. Kathy Binks Elementary
17. Live Oak Elementary
18. Locust Elementary
19. Mango Elementary
20. Maple Elementary
21. North Tamarind Elementary
22. Oak Park Elementary
23. Oleander Elementary
24. Palmetto Elementary
25. Poplar Elementary
26. Randall Pepper Elementary
27. Redwood Elementary
28. Shadow Hills Elementary
29. Sierra Lakes Elementary
30. South Tamarind Elementary
31. Southridge Tech Middle
32. Ted Porter Elementary
33. Tokay Elementary
34. Virginia Primose Elementary
35. Wayne Ruble Middle
36. West Randall Elementary

Purpose

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

Definitions

“Expanded Learning”:

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

“Expanded Learning Opportunities”:

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

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three-year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Front line program employees practice active supervision and create a safe and supportive environment by establishing clear program and behavior agreements, rewarding positive behavior and redirecting students when necessary. Program employees actively supervise students and keep a clear line of sight. Students will be signed out of program only by a designated adult with a proper form of identification.

Students participate in regularly scheduled fire, earthquake and active shooter emergency drills.

All program employees will be *First Aid* and *CPR* certified as well as possess a *Food Handler's License*.

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.

Students participate in social emotional wellness lessons and will be provided opportunities to practice learned skills in natural ways during daily interaction. The program will work in collaboration with the District's *Student Support Services Department* to provide student support and referrals to specialized services when needed.

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.

Students in program will participate in various hands-on STEAM learning activities and projects such as robotics, coding, fine art lessons, theater, dance and interactive math games. The current ELOP program partners with companies such as US Engineering League (USEL) to offer project-based learning STEAM activities. Many of our FUSD ELOP Clubs have organized additional after-school STEAM programs (such as Lego Education, coding, digital media, videography, art clubs, photography and dance/theatre groups). Students will have opportunities to create and design by incorporating these disciplines through research, writing and collaboration in teams.

In collaboration with our Teaching and Learning Division, a concentration on competitive science fair competitions is in the process of being established.

Additionally, many of our ELOP Clubs focus on engaged learning in the areas of music, cooking, sewing, cheerleading, e-Sports, campus beautification/community building, gardening, leadership, math and literacy.

ELOP Clubs are encouraged to develop a culminating activity/event including STEAM demonstrations, dance recitals, music concerts and field trips to enhance the overall learning experience.

3—Skill Building

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

Students will be afforded opportunities to work in small groups to create and develop assigned projects. Through small groups, students will have opportunities to collaborate with peers and strengthen communication skills. These skills will be layered and built upon to progress through various lessons and activities that allow students to achieve mastery.

Students will be encouraged to develop their creative skills and refine whereby strengthening collaboration and communication. Learning opportunities and projects will be linked to personal experiences for real world application.

Students will also participate in career fairs and host a variety of guest speakers (including motivational speakers).

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.

Students will have opportunities to provide feedback through small group discussions and student surveys. Student feedback will be used to better align the program with student interests to tailor the program to the needs of individual sites. Students have the opportunity to choose themes and decorate their learning environments to create a sense of ownership.

Students in the program will also have opportunities to be class and group leaders. Student leaders will receive training from program employees to learn how to support their peers by providing direction, guidance and helping to lead small group activities. Interested students are coached to go through an application and interview process. Student leaders may also have additional opportunities to participate in service and community projects. Students leaders mentor and train incoming student leaders.

These groups and opportunities will be continuously monitored by program employees to ensure the development of leadership skills.

Students will participate in restorative practice circles to express needs and celebrate successes.

5—Healthy Choices and Behaviors

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

The program will adopt the existing district wellness policy to ensure students have opportunities for nutritious meals and snacks, engage in appropriate physical activity, and learn about healthy habits (including drug and alcohol prevention).

The district's Nutrition Services Department will provide supper for all children enrolled in the program in accordance with SB1169 and the California Department of Education.

Physical activities will focus on skill development and good sportsmanship. Students will be exposed to a variety of sports and participate in sports clinics through program and outside contracted vendors.

6—Diversity, Access, and Equity

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

The program will provide lessons and opportunities for students to gain knowledge of diversity and develop sensitivity skills. All materials and supplies will be provided to remove any barriers and ensure access/equity. Thereby, creating safe learning environments where students feel comfortable sharing their diverse backgrounds, abilities and celebrating their differences.

Activities will be adapted to ensure the participation of students with various physical and developmental abilities.

The program will create a culturally diverse environment through program materials and displays. Students will learn about different cultures through cultural celebrations.

Materials and parent information will be available in Spanish for families whose primary language is Spanish.

The program will strive to hire employees that reflect the community of the students served.

7—Quality Staff

Staff Engagement

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

All program employees are required to attend staff development and training sessions that are geared towards improving/maintaining a robust and engaging program experience for FUSD students. Program employees include vendors, program providers and district staff.

All employees will have access to equipment, materials and supplies to be successful in their roles.

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 program employees will be required to meet the district requirements for paraprofessionals which include a high school diploma and two years of college, a degree or to pass the district paraprofessional assessment (EC Section 45330). Additionally, all program employees are required to complete drug screening, TB test and DOJ/FBI clearance.

Employees are offered competitive pay and have clear job descriptions to understand the level of support and administrative responsibilities assigned. All employees will be held to high levels of professionalism and competency.

To maintain staffing ratios, students are added to program based on available staff. If an employee calls out sick, a substitute is called in to support from another site or substitute pool. Immediate supervisors may also be called to the school site to ensure adequate staffing ratios are maintained.

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)]).

Employees will be required to attend multi-day professional development (twice a year), district, county and state sponsored trainings that are content focused to actively engage students, learn the latest inclusive practices and improve student-centered supports.

Employees will also be provided with on the job coaching and technical assistance when needed. Additional resources include outside consultants, district experts/supports (district administrators, counselors, therapists and aides) along with furniture, storage units, computer systems, internet, office supplies and materials that support student learning/engagement.

8—Clear Vision, Mission, and Purpose

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

Through strong relationships with families, schools and communities, it will be the goal of the program to provide quality educational, recreational and cultural programs. We will aim to promote the social, physical, intellectual and emotional development of the youth served. Students will be guided and supported to reach their fully potential as productive, caring, responsible citizens.

The program vision, mission and purpose will be clearly communicated to a variety of stakeholders, including students, parents, employees, community partners and school site partners.

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.

As noted in *Section 4: Youth, Voice and Leadership*, students will have opportunities to provide feedback through small group discussions and student surveys. Student feedback will be used to better align the program with student interests to tailor the program to the needs of individual sites. Students have the opportunity to choose themes and decorate their learning environments.

Annually, parents participate in completing a formal survey to offer feedback on the program. Parents are encouraged to discuss concerns and ideas with staff and district personnel throughout the year.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The district will partner with the Boys and Girls Club, and the City of Fontana to offer the ELO program. Organization leaders will meet regularly to review and discuss program quality and make suggestions for improvement. Appropriate personnel will be identified for follow up on suggested changes or additions to the program.

The program will collaborate with community, county, state and private agencies and companies to enhance student experiences during program and employee development.

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 program will use data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. Assessment tools will include internal assessments for program quality, employee evaluations and stakeholder surveys.

Resources will include the Quality Standards for Expanded Learning in California, California After School Network and program assessments provided by the Boys and Girls Club of America as well as the City of Fontana.

Program employees of all levels will engage in ongoing professional development to continuously improve in their respective positions.

School sites will participate in daily debriefing sessions where they are able to address any concerns, successes and questions that may arise.

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 program will adhere to the ASES model of program management to ensure the highest level of compliance standards.

The program will be budgeted per district fiscal practices:

- The program will adhere to all district, county and state fiscal procedures for tracking expenses and maintaining records (including attendance records).
- Expenditure logs and files will be retained for a minimum of five years.
- The district program manager will review all expenditures including those charged by community partners.
- The district will update procedures for the program as needed per funding requirements to ensure adherence with local, state and federal laws.
- The district and community partners will collaborate to ensure all reports and records are collected and submitted to corresponding agencies by the respective deadlines.

Parent handbooks will be available to all parents upon student enrollment in English and Spanish. The program will have a clear organizational structure so students, parents and staff know whom to contact to address concerns or inquires.

Addendum items:

- [Board Policy 5148.2](#)
- [Board Policy 4222](#)
- [ASES Program Plan](#)

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?

FUSD's budget for Expanded Learning Opportunities Program (ELO-P) includes necessary and reasonable expenses, in compliance with applicable statutes and program guidelines. It accounts for costs such as staffing, program materials, use of facilities (rentals, lease, etc.) and operational expenses, ensuring that all activities support student engagement and safety. Additionally, the budget includes cost-share items to maximize resources:

1000	\$	1,700,000.00
2000	\$	4,900,000.00
3000	\$	1,400,000.00
4000	\$	1,500,000.00
5000	\$	2,000,000.00
5100	\$	16,000,000.00
6000	\$	7,347,993.00
Total Allocation	\$	34,847,993.00

This allocation reflects the needs of students and families by providing accessible, high-quality after-school programs designed to enhance educational opportunities and support community well-being.

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

To ensure that all costs charged to the program are reasonable, necessary, and allowable, the Fontana Unified School District (FUSD) will take the following steps:

- 1. Compliance with Federal, State, and Local Regulations**

FUSD will adhere to the applicable statutes and regulations governing the Expanded Learning Opportunities Program, including all rules set forth by the California Department of Education and the state educational agency. This includes regular reviews and updates of the budget, ensuring compliance with allowable costs and expenses.

- 2. Ongoing Monitoring and Reporting**

FUSD will implement a robust monitoring and reporting system to track all expenses, ensuring that funds are being allocated and spent appropriately. Regular financial audits will be conducted by the district's finance team, and annual reports will be submitted to demonstrate fiscal responsibility.

3. **Stakeholder Involvement in Budget Decisions**

FUSD will ensure that the budgeting process is inclusive by involving key stakeholders such as parents, teachers, and community members. This will ensure that funds are being directed toward areas that most directly benefit students and families.

4. **Evaluation of Program Impact and Adjustments**

FUSD will establish a continuous evaluation framework to assess the program's effectiveness. Feedback from students, families, and educators will be incorporated into the decision-making process to ensure that the program remains responsive to the evolving needs of the community.

5. **Training for Program Staff on Budget Compliance**

All staff involved in managing or overseeing program finances will receive training on budget compliance, allowable costs, and proper financial reporting. This training ensures that the program adheres to best practices in financial stewardship and reduces the risk of mismanagement.

How the Budget Reflects the Needs of Students and Families

The proposed budget is designed to reflect and address the specific needs of students and families in the community. Key areas of focus include:

- **Student Support:** Funding is allocated to ensure small student-to-staff ratios and individualized support for diverse learning needs, including tutoring, mentorship and enrichment opportunities.
- **Access and Equity:** By providing transportation and family engagement activities, FUSD removes barriers that might prevent students from participating in the program, ensuring equal access for all students, particularly those from underserved communities.
- **Family Involvement:** The inclusion of funds for parent workshops ensures that families are equipped with the tools and knowledge to support their children's learning and development at home.
- **Community Investment:** Cost-share contributions from local partnerships and community organizations enhance the program's sustainability and reinforce the community's investment in student success.

In conclusion, FUSD's budget for the Expanded Learning Opportunities Program is designed to meet the needs of students and families while ensuring compliance with all financial regulations. Through careful planning, stakeholder involvement, and ongoing evaluation, the program will provide a high-quality, equitable learning experience for all participants.

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.

ELO-P funds will support expanded programming for students without creating separation between programs. Students can enroll in either the "ELO-P" or "ASES" program through the same enrollment form and will be considered part of the same service. All students will have access to existing after-school programs, which will follow consistent guidelines and expectations to ensure a safe and engaging experience for everyone

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?

In collaboration with the district, the program will create programming specific to younger students. An increased number of employees were hired in January of 2022 to maintain the 10:1 ratio for kindergarten students. Employees working with younger grades will receive specialized training upon onboarding to become familiar with the needs and behaviors of young students. Employees will modify lessons to make each age-appropriate.

The program will work with the San Bernardino County Superintendent of Schools and Early Education department to provide specialized professional development.

The district currently has all day kindergarten. Upon release from the school day, Kindergarten students will attend the after school program and will be placed in assigned groups with students in the same grade.

Employees will be given sufficient time to prepare for the day as well as to close at the end of the day.

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?

FUSD is committed to ensuring that the Expanded Learning Opportunities Program (ELO-P) is accessible, equitable, and effective for all students and families, with particular attention to culturally and linguistically appropriate communication channels.

Culturally and Linguistically Effective Communication

To ensure clear and inclusive communication, FUSD will use a variety of communication channels that are culturally and linguistically appropriate for our diverse community. These include translated program materials in multiple languages (e.g., Spanish) and bilingual staff members to assist with direct communication, outreach, and support. We will also utilize digital platforms, such as text messages, emails, and social media, to reach families where they are most engaged. In addition, we will collaborate with community-based organizations and local leaders to ensure messages about the ELO-P are effectively conveyed to underrepresented families.

Enrollment Process and Access

The enrollment process for the ELO-P will be simple, transparent, and accessible. Registration forms will be distributed through multiple channels, including school websites, paper forms sent home with students, and the district office. To ensure all families can access and complete the enrollment forms, we will provide bilingual assistance during the enrollment period. Parents will be able to submit completed forms either electronically or in person. The signature process will be streamlined, with options for digital signatures or paper signatures depending on the family's preference and access to technology.

Form Distribution and Storage

All forms will be distributed in a timely and organized manner. To ensure privacy and compliance, completed enrollment forms will be securely stored in both physical and digital formats. Digital forms will be stored in encrypted databases to safeguard personal information, while paper forms will be filed in secure storage locations at each school site. This process will be monitored regularly to ensure compliance with data protection standards.

Transportation Services

Yes, transportation will be provided for students who require it to access the ELO-P. Bus services will be arranged to ensure students can participate in the program, particularly those who may not have reliable access to transportation. The LEA will work to coordinate safe and efficient routes to ensure students' participation without transportation barriers.

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.

Using ELOP funding, the purpose of any field trip is to provide students with an enriching, hands-on learning experience that supports their academic growth and personal development. Field trips will allow students to explore real-world applications of concepts they are learning in the classroom, fostering curiosity and enhancing their understanding of subjects such as history, science, and cultural studies.

During field trips, students will develop critical thinking skills by engaging with educational exhibits and activities. They will gain knowledge in various areas, such as local history, environmental conservation, and cultural diversity. Additionally, students will enhance their communication skills through group discussions, guided activities, and reflections. They will build teamwork, problem-solving, and leadership skills as they collaborate with peers in group exercises.

ELOP Club leaders are encouraged to incorporate field trips or culminating activities in their proposals, ensuring these experiences align with the club's central focus. Field trips should directly connect to the academic or enrichment components of the ELOP program, with close monitoring to ensure compliance with program requirements and district policies.

Leaders will submit a Field Trip Request Form, outlining the purpose and objectives of the trip, to the Associate Superintendent of Student Services for review and approval. Once approved, the Expanded Learning Department will work with club leaders to process each request. Field trips will occur regularly throughout the academic year and summer program, typically on a monthly basis.

Examples of proposed field trips include leadership camps (e.g., Disney Leadership Academy), STEAM-focused trips (e.g., Legoland, Knott's Berry Farm, Discovery Zone), college tours (e.g., UCLA), and theatrical performances (e.g., Pantages, Ahmanson), all designed to enhance students' learning experiences.

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.

FUSD's ELO program waives all fees associated with the program.

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 ELO-P funding will be combined with ASES Grant to provide a universal after school program during the school year. Additionally, program partners will offer a minimum of 30 intercession instruction days.

Sample schedule for instructional day:

School Day: 8:00AM to 2:00PM

Supper and Opening Activity: 2:00PM to 2:40PM
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Program: 2:40PM-6:00PM

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.



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