

Expanded Learning Opportunities Program Plan

Prepared by:
Educational Services Department
Expanded Learning Programs



Hawthorne School District
14120 Hawthorne Blvd.
Hawthorne, California 90250

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

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Hawthorne 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. Bud Carson Middle School
2. Eucalyptus Elementary School
3. Hawthorne Middle School
4. Jefferson Elementary School
5. Kornblum Elementary School
6. Prairie Vista Middle School
7. Ramona Elementary School
8. Washington Elementary School
9. York Elementary School
10. Zela Davis Elementary School

Governing Board Approval Date: June 25, 2025

Review/Revision Date: June 12, 2025

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 ELP.

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 ELP. 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 ELP should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELP 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 ELP.

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.

The Expanded Learning Program (ELP) fosters a safe and supportive environment designed to meet the developmental, social-emotional, and physical needs of all students beyond the school day and non-instructional days on-site. Academic and enrichment activities take place in secure, accessible, and ADA-compliant classrooms and outdoor spaces designated for sports and recreation. District Staff ensure that these spaces adhere to district safety and facility standards through regular inspections and maintenance.

Physical safety is ensured through active supervision, secure entry and exit points, and regular practice drills aligned to emergency procedures implemented during the school day. To further support the safety and physical needs of students, the following policies and procedures have been implemented:

- All frontline staff members wear uniform shirts, which allows them to be quickly and easily identified by staff, students, parents, and community members.
- All staff wear identification badges.
- The ELP department has a weekly ELP schedule that includes activities, times, room numbers, and the names of supervising staff.
- Frontline staff members are certified in CPR/First Aid.
- All staff members are certified Mandated Reporters.
- First Aid kits are restocked as needed and available on each school site.

- All safety-related incidents will be appropriately documented by the supervising educator in a report and shared with the student, parent/guardian, ELP health clerk, District site administration, and ELP Coordinator. Communication is frequent and ongoing.
- At least one emergency contact is listed for each student on the ELP enrollment registration form.

Health Clerk

- **Incident Documentation:** Completes all injury-related reports and logs them in **PowerSchool**, ensuring proper filing and retrieval of student health records.
- **First Aid & Safety:** Provides basic first aid and ensures first aid kits at each site are restocked as needed.
- **Health Compliance:** Maintains updated student health records, medication logs, and ensures compliance with district policies.
- **Student Well-being:** Assists students with minor health concerns and supports those with chronic conditions (asthma, allergies, diabetes).
- **Communication & Collaboration:** Works with ELP staff, families, and school health teams to address student health needs and emergencies.

Safety Training and Emergency Preparedness

- **Staff Training:** All staff members undergo mandatory safety training covering key topics such as mandated reporting, threat assessment, suicide prevention, and effective student supervision.
- **Ongoing Professional Development:** Regular training sessions equip staff with the necessary skills to respond effectively to emergencies and maintain a secure environment for students.
- **Monthly Fire Drills:** Conducted at different times and days to ensure staff and students are prepared for real-life scenarios.
- **Lockdown Drills:** Held twice a year in alignment with district and site-specific safety plans.
- **Earthquake Drills:** Conducted annually in participation with California's Great ShakeOut initiative.

Supervision and Accountability

- **Check-In/Check-Out Procedures:** There are clear procedures in place for the transfer of students from the regular instructional day program to the expanded learning program. Only authorized individuals listed on emergency contact forms may sign students out, ensuring strict supervision and accountability. Check-in/check-out procedures are monitored monthly in collaboration with the service provider.
- **Enrollment and Attendance Tracking:** EZ Reports and PowerSchool systems are used for attendance monitoring and immediate access to emergency contact information.
- **Playground Supervision:** Additional staff ensures there is adequate supervision of students during outdoor activities, lunch and transitions.

Emergency Communication and Resources

- **Two-Way Radios:** Staff members are equipped with district-issued radios for prompt communication during emergencies.
- **Incident Response Protocols:** In the event of an injury or emergency, parents are notified immediately, and support personnel, including school nurses, site administrators, district security, or paramedics, are engaged as needed.

Campus Security

- **Controlled Access:** Each program site has designated entry and exit points to maintain a secure environment for end-of-program dismissal.
- **Dedicated Security Presence:** A School Security Officer is currently assigned at each middle school and the highest enrolled elementary site during after school program hours to enhance campus safety. In case of an emergency, the four security officers are available to provide on campus support at other sites as needed. The goal is to increase security personnel for the remaining six afterschool sites.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The program prioritizes social-emotional well-being through structured curricula used during the school day such as SEL programs, which teach students skills like empathy, emotional regulation, and positive decision-making. Supportive interactions are cultivated between students and staff to create a nurturing environment where every student feels valued and included.

Positive Discipline and Behavioral Support

- **PBIS Framework Integration:** The district's Positive Behavior Intervention and Supports (PBIS) model is embedded within the program to ensure consistent expectations between schools, beyond the school day and non-instructional days.
- **Social-Emotional Learning (SEL):** We implement programs that teach essential skills like empathy, emotional regulation, and effective communication, helping students navigate relationships and build resilience, with the support of district Board Certified Behavior Analyst(s).
- **Community Building:** The program incorporates activities that promote inclusivity, teamwork, and a sense of belonging.

Social-Emotional and Health Measures

- **Health and Safety Liaison:** A designated district liaison is available to support students' well-being during extended hours, including the additional 30 non-school days.

- **Health and Safety Protocols:** Measures such as wellness screenings and COVID-19 protocols (when applicable) are implemented to safeguard students and staff.

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.

Our Expanded Learning Program (ELP) enhances student development through positive youth leadership development strategies and Hands-On, Project-Based Learning. By reinforcing concepts through experiential activities like STEM projects, creative writing, and interactive arts, the program supplements, rather than duplicates, the school day.

Enrichment opportunities in music, cultural exploration, and physical wellness allow students to explore their interests in a dynamic, supportive environment.

Student-Centered Program Design:

- Enrichment activities will be informed by student interest surveys and focus groups, allowing students to provide input on their preferred clubs and programs.
- Data from these surveys will guide the selection of educational enrichment activities that align with students' interests and developmental needs.
- Results from the surveys will be shared with students, parents and staff after administration.

Diverse and Engaging Programs:

- Provide a diverse range of programs including Theater Arts, Fine Arts, Music, Culinary Arts, Cultural Awareness, Coding, Engineering Projects, and Character Development. These programs aim to broaden students' perspectives and enhance skills that support their academic learning. Enrichment clubs such as chess, golf, karate, music, and dance play a vital role in fostering personal growth and encouraging students to explore their interests.
- Programs will encourage active participation, teamwork, and collaboration, fostering an engaging learning environment outside of the regular school day.

Rotational Enrollment and Opportunity for All:

- Programs are offered on a trimester-based rotational schedule, giving students more opportunities to participate in a variety of enrichment activities throughout

the year. If a program reaches capacity, a waitlist will ensure that students are given opportunities to participate in alternative activities.

- A clear enrollment process will ensure equal opportunity for all students, regardless of prior experience or background.

Community and Expert Involvement:

- Utilize external resources and expertise to enhance students' learning and introduce them to new fields and viewpoints. Collaborations with local organizations offer students valuable enrichment opportunities. By partnering with community organizations and experts, we open doors to new fields, career pathways, and diverse perspectives for our students.

Continuous Feedback and Program Adjustment:

- Collect ongoing feedback from students to assess engagement and satisfaction, ensuring continuous improvement and relevance of activities.

3—Skill Building

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

HSD's Expanded Learning Program (ELP) is committed to providing students with meaningful skill-building experiences that enhance their academic, social, and personal growth. Through various enrichment activities offered on a trimester-based rotational schedule, students can develop new skills.

Additionally, our program integrates structured opportunities for students to set goals, reflect on their progress, and apply newly acquired skills in meaningful ways. By creating a supportive and dynamic learning environment, ELP empowers students to build confidence and prepare for future success.

To support student growth and readiness for academic and real-world challenges, the program is designed to engage students in experiences that develop essential 21st-century skills through the lens of critical thinking, communication, collaboration, and creativity,

To achieve our goal, the ELP will implement the following strategies:

Strategy	Implementation	Programs & Resources
Targeted Academic Support	Provide tutoring and homework support based on student performance data, using evidence-based strategies aligned with the school day.	Study Smart Tutors, Literacy Enrichment (journaling, performing arts), Instructional Aide Support, Tutors, Certificated Staff

Enrichment Activities and Classes	Offer enrichment opportunities that promote collaboration, critical thinking, and creativity.	Lego BricQ, Robotics, E-Sports, Coding
Project-Based Learning	Engage students in hands-on learning where they apply skills, present findings, and develop teamwork.	Theater Arts, Media Production, Community-Based Service Learning
Technology Integration	Utilize technology to enhance digital literacy and academic achievement.	Chromebooks, Newline Boards, Media Production Equipment, Educational Apps (ST Math)
Social-Emotional Learning (SEL)	Implement SEL strategies to support student well-being and behavior.	PBIS, Student Town Halls, SEL Curriculum, Counseling Services
Creative & Cultural Exploration	Provide opportunities for students to engage in artistic and cultural expression.	Music, Dance, Culinary Arts, Cosmetology, Fine Arts Programs
Instructional Support	Ensure students receive academic and socio-emotional assistance through dedicated support staff.	Instructional Aides, Certificated Staff, Counseling Services

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.

HSD's Expanded Learning Program is committed to empowering students by actively engaging them in program design, leadership opportunities, and decision-making processes. By centering youth voices, the program ensures that students play a key role in shaping their learning experiences and the overall program structure.

Youth-Led Program Design and Feedback

To ensure programming aligns with student interests and needs, students will complete surveys that guide the development of enrichment activities, staffing decisions, and professional development for program staff. This continuous feedback loop allows the program to remain responsive and student-centered.

Youth Council Leadership

A dedicated Youth Council will be established, providing students with a platform to

take on leadership roles. Council members will meet regularly to plan and execute activities, organize field trips, and coordinate special events. By working closely with ELP staff, Youth Council members will ensure that student interests and ideas are integrated into program development.

Collaboration and Planning

Youth leaders will collaborate directly with ELP staff to contribute their perspectives in planning processes. This collaboration will foster leadership skills, teamwork, and real-world experience in event coordination and decision-making.

Student-Designed Spaces

Students will have the opportunity to influence the design and setup of their meeting and activity spaces. By allowing students to take ownership of these environments, the program fosters a sense of belonging and encourages student-driven leadership activities in a safe and welcoming setting.

Through these initiatives, the Expanded Learning Program not only supports student engagement and leadership development but also ensures that program quality assessment and continuous improvement efforts are guided by the very students it serves.

5—Healthy Choices and Behaviors

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

The Expanded Learning Program at Hawthorne School District is dedicated to fostering student well-being by providing opportunities for students to engage in healthy choices and behaviors. Through a comprehensive approach that includes balanced nutrition, physical activity, and health education, the program empowers students to make informed decisions that contribute to their overall health and wellness.

Balanced Nutrition

The Expanded Learning Program ensures that all students receive nutritious meals and snacks that align with California Nutritional Guidelines and after-school program standards. To achieve this:

- The program partners with the district's Nutrition Services Department to provide daily snacks or supper that meet high nutritional standards.
- After School program staff receive annual training on proper snack distribution, ensuring compliance with nutrition guidelines.
- The Director of Nutrition Services provides additional training for staff before intersession programs to reinforce proper meal handling and distribution practices.

- Hands-on learning experiences, such as cooking and nutrition enrichment classes, teach students the value of healthy eating habits.
- Examples of snacks provided include Hartzels Pretzels with apple juice, Cheez-It Crackers with wildberry juice, Scooby-Doo Grahams with milk, and fresh fruit with peanut butter and milk.
- Students are encouraged to drink water regularly throughout the program to maintain hydration.

Physical Activity

Physical activity is a core component of the Expanded Learning Program, aligning with California and After-school Physical Activity Guidelines that highlight the positive impact of movement on academic performance and behavior. The program includes:

- A diverse range of physical activities, such as sports, dance, karate, yoga, and mindfulness sessions, to ensure students participate in daily, developmentally appropriate exercise.
- Fitness-based enrichment activities that help students develop lifelong healthy habits.
- A structured schedule that integrates movement opportunities throughout the program day, ensuring that students engage in regular physical activity.

Healthy Lifestyle Education

The Expanded Learning Program emphasizes a holistic approach to wellness by:

- Partnering with community organizations to provide engaging, wellness-focused activities.
- Integrating health and environmental education into the curriculum to promote balanced nutrition, active living, and mental wellness.
- Utilizing green spaces at school sites to teach students about plant growth, photosynthesis, and sustainability while reinforcing the importance of healthy eating.

Supportive Environment

Creating a culture of health and wellness within the Expanded Learning Program is essential to student success. To achieve this:

- The program aligns with the district's wellness plan, reinforcing positive health choices through socio-emotional learning.
- Afterschool Positive Behavioral Interventions and Supports (PBIS) practices align with wellness goals to maintain a safe and nurturing environment.
- The district Health and Safety Liaison provides training to staff, ensuring alignment with district-wide wellness initiatives.

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 ELP will provide access for students with disabilities.

The Expanded Learning Program (ELP) is designed to foster an inclusive, equitable, and culturally responsive environment where all students, regardless of background, language, or ability can thrive. Through intentional programming and partnerships, our ELP prioritizes access, representation, and support to ensure every student experiences belonging and enrichment.

Culturally Relevant Programming

Our program offers enrichment classes that reflect and celebrate the cultural and linguistic diversity of our student population. Activities such as Drumline, Music Production, Cultural Dance, Mariachi, and Folklorico introduce students to global and local traditions through music and movement. Classes like Cosmetology honor cultural beauty practices, while Culinary Arts teaches students about international cuisines and food traditions. These culturally relevant offerings create opportunities for students to explore their own identities and learn from others in a respectful and engaging setting.

Cultural Events and Student Engagement

Throughout the year, ELP hosts events that affirm and celebrate cultural heritage, including Black History Month gallery walks, Hispanic Heritage Month storytelling and Women's History Month activities. These events provide platforms for student voice and creativity. We also support student-led cultural showcases, talent shows, and projects that encourage students to educate their peers and take pride in their heritage.

Diverse Instruction and Curriculum

Our instructors and facilitators reflect the backgrounds of the communities we serve and act as relatable role models. Curriculum and enrichment content highlight diverse contributions in history, art, music, and literature. By incorporating multiple cultural perspectives into daily programming, we cultivate empathy, critical thinking, and inclusivity among students.

Equity for Students with Disabilities and English Language Learners

ELP is committed to equitable access and individualized support for students with disabilities, Multilingual Learners, and others who may face barriers to participation. We partner with the district's Special Education and Pupil Services Departments, including Board-Certified Behavior Analysts (BCBA) and Teachers on Special Assignment (TOSAs), to provide behavioral and academic support. Additionally, we coordinate with district licensed vocational nurses and school site health clerks to address health-related needs and develop staff training accordingly.

Staff utilize the district's PowerSchool Student Information System to access individualized student data, ensuring informed and responsive support. Our team also receives ongoing professional development focused on inclusion, accommodations, and strategies to support students with diverse learning needs.

Removing Barriers to Participation

To proactively address access issues, we collaborate with the district's Pupil Personnel Services and Community Schools teams to resolve transportation, resource, and other logistical challenges that may prevent student participation. Supports such as transportation assistance and meal access ensure all students can

fully engage without undue burden.

Inclusive Community Building

ELP promotes student connection and leadership by offering mentorship opportunities with peers and students from Hawthorne Math & Science Academy, our charter high school. These peer-led activities support social-emotional growth and foster a welcoming environment where students build meaningful relationships and feel valued.

Flexible and Responsive Design

Recognizing the varied needs of our students, we offer flexible program schedules. These supports ensure all students can participate fully and meaningfully in enrichment experiences, growing in confidence, skill, and engagement.

Through these intentional strategies, the Expanded Learning Program remains deeply committed to ensuring diversity, access, and equity for every student we serve.

7—Quality Staff

Staff Engagement

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

The Expanded Learning Program is committed to cultivating strong student-staff relationships by hiring and retaining high-quality, caring, and skilled professionals. We ensure students are consistently engaged with staff who are passionate about youth development and possess the competencies necessary to foster safe, inclusive, and enriching environments. Students engage with staff in small group settings that promote individualized attention, relationship-building, and mentorship. ELP service provider staff (site coordinators) are embedded into the school community, participate in school-wide initiatives.

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 Expanded Learning Program frontline staff must meet the **district's instructional aide qualifications**, which are aligned with state and LEA policies. These qualifications are clearly defined in job descriptions and include:

- Possession of a high school diploma or equivalent
- Successful completion of required paraprofessional exams or equivalent coursework
- Experience working with youth in educational or enrichment settings

Health & Safety Screening Process:

- All employees undergo fingerprint background checks via the Department of Justice.
- TB clearance is required prior to employment
- Staff complete mandated reporter training
- Staff are trained in district safety protocols, including active shooter response, Stop the Bleed, and COVID procedures
- Ongoing monitoring and annual health and safety compliance reviews are conducted

Staffing Ratios: To maintain a safe and high-quality learning environment, our program follows the California Education Code staffing ratio of 20:1 for grades 1st - 6th grade and 10:1 for grades TK/K. At HSD we also maintain a 20:1 ratio for grades 6th - 8th grade. Site coordinators are responsible for monitoring daily attendance and staff assignments to ensure ratios are consistently met. Additional staff are hired to ensure there is adequate coverage in the event of staff absences and to avoid disruptions in student services.

Staff Development

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

The Expanded Learning Program prioritizes **continuous staff development** as a cornerstone of program quality and staff retention. Our professional development framework is designed to provide staff with the **skills, tools, and strategies** necessary to engage students effectively, support academic success, and foster social-emotional well-being.

Key Strategies for Staff Development:

- **Needs-Based Professional Development:** Staff training needs are assessed through surveys, focus groups, and feedback loops. This data is used to inform the topics and structure of professional development offerings.
- **Summer Training Series:** At the start of the school year, staff participate in a multi-day training that includes general sessions, breakout workshops, collaborative planning, and team-building. Topics cover core competencies in expanded learning and site-specific implementation strategies.
- **Weekly Staff Meetings:** Led by site coordinators, these meetings provide ongoing coaching, collaboration, and time for reflection.
- **District-Led Monthly & Quarterly Trainings:** These sessions focus on deeper learning and targeted skills such as:

- Social-Emotional Learning (SEL)
 - Classroom Management & Positive Behavior Guidance
 - School Safety & Preparedness (including EpiPen & Active Shooter)
 - Expanded Learning Quality Standards (ELQS)
 - Nutrition & Snack Procedures
 - STEAM Integration
 - LEGO Education
 - Continuous Quality Improvement (CQI)
 - Inclusion & Support for All Students
 - Incident Reporting and Emergency Response
- **Specialized Training:** Staff receive additional training ahead of intersession camps and seasonal changes. These sessions address planning, enrichment rotations, updated district procedures, and student wellness.
 - **Individualized Support:** Service provider management facilitates regular feedback and evaluation cycles and provides additional support to staff who require coaching, mentoring, and tailored development plans.

Dedicated Staff Development Days

The program may close for **up to three instructional or non-school days** to allow for in-depth professional learning, planning, and collaboration, in accordance with [EC Section 46120(b)(8)]. These days are leveraged to reset expectations, introduce new initiatives, and ensure alignment across all program sites.

8—Clear Vision, Mission, and Purpose

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

The Expanded Learning Program will implement and continuously improve a student-centered program driven by a shared vision, mission, and goals that reflect stakeholder input and inspire excellence in academics, enrichment, and well-being.

Vision: To cultivate an impactful program where students are resilient, learn to lead, become responsible citizens, and achieve their full potential.

Mission: To provide a safe and supportive learning environment where students build positive, caring relationships, explore new opportunities, and thrive academically, emotionally, and socially.

Purpose:

- Provide safe, engaging, and empowering environments for students.

- Support academics by providing disguised learning opportunities that complement core subjects aligned with California State Standards.
- Offer enrichment activities that amplify student choice and voice, encouraging them to reach their fullest potential.
- Promote student well-being through education on nutrition, physical activity, and healthy lifestyle choices.

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.

Students and families were integral to the creation of the program plan and continue to play a central role throughout the year. Their voices and needs were considered during the planning phase through ongoing feedback collected during family events, meetings, and surveys. To ensure continuous engagement, regular family meetings are held at each site, where updates are shared via various communication channels such as newsletters, emails, and school messaging systems. These meetings also provide opportunities to gather input that informs program adjustments.

Throughout the year, the program offers family education sessions that highlight the benefits of afterschool participation, helping families better understand how expanded learning supports their child's development. Flexible meeting formats and community events are intentionally designed to remove barriers and promote inclusive participation.

Additionally, families are invited to join advisory committees that guide program planning and evaluation, ensuring a collaborative approach to decision-making.

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 ELP will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The Hawthorne School District actively engages Community-Based Organizations (CBOs) and other non-LEA partners in both the design and implementation of its Expanded Learning Program. These partnerships are foundational to ensuring the program meets the diverse needs of students and families while aligning with broader district initiatives such as Community Schools and Multi-Tiered Systems of Support (MTSS).

Program Design and Stakeholder Engagement

To design a responsive and inclusive program, the district incorporates feedback from CBOs, school staff, families, service providers, enrichment program providers, and other stakeholders through ongoing planning sessions and program feedback meetings. These stakeholders are also engaged in continuous program evaluation, helping to shape decisions and refine practices based on real-time feedback and data.

Collaboration with School Staff and Leadership

Regular communication and collaboration between after school and school-day staff are essential to ensuring program alignment. Monthly principal meetings are held at each of the 10 school sites to discuss the ELP's integration with the school day, identify student needs, and adjust support accordingly. Joint professional development opportunities further strengthen this alignment, promoting shared understanding and consistent practices across settings.

Family Engagement and Accessibility

Families are engaged through regular meetings, timely updates via multiple communication channels, and family education opportunities that highlight the benefits and structure of the ELP. Flexible meeting formats and accessible community events are offered to ensure equitable participation, particularly among historically underserved populations.

Community Partnerships and Resource Expansion

The district actively builds and sustains partnerships with local organizations and businesses to enhance the ELP with additional resources and enrichment opportunities. These partnerships extend student learning beyond the classroom, providing exposure to career pathways, the arts, STEM, health and wellness, and more.

Integration with Community Schools and MTSS

ELP implementation is closely coordinated with the district's Community Schools initiative. The Expanded Learning Program Department works in partnership with the Community Schools Coordinator, Community Schools TOSAs, and Community School Liaisons to maximize services and support for students beyond the school day. This includes coordinated family engagement, integrated student supports, and the intentional braiding of community-based resources that address whole-child development. ELP also complements the district's MTSS framework by providing targeted enrichment and interventions that promote academic, behavioral, and social-emotional growth.

Continuous Improvement Through Data

The district collects and analyzes stakeholder data to inform program improvements and guide future planning. This continuous feedback loop ensures that the ELP remains adaptive, student-centered, inclusive and aligned with both district goals and community needs.

10—Continuous Quality Improvement

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

The Expanded Learning Program (ELP) implements a Continuous Quality Improvement (CQI) process designed to ensure high-quality programming and positive student outcomes across all school sites. This process is structured around four key components: comprehensive evaluation, collaborative goal setting, continuous monitoring and adjustment, and data-driven decision making.

Comprehensive Evaluation

Each ELP site will receive a Program Quality Report (PQI) that summarizes findings from CQI surveys, site observations, and recommendations. These reports provide an evidence-based snapshot of program strengths and areas for improvement. ELP leadership will use this data to regularly review program performance and assess progress toward key quality and outcome indicators.

Collaborative Goal Setting

ELP administrators and service provider site supervisors will work together to set improvement goals based on PQI findings, focusing on Quality Standards that are rated as “Early” or “Developing.” In response, teams at each site will create Quality Program Improvement Plans (QPIP) that clearly outline objectives, targeted activities, required resources, responsible staff, and specific timelines for implementation.

Continuous Monitoring and Adjustment

Outcome data and performance indicators will be reviewed continuously throughout the year, to detect early warning signs that may impact student success. Program activities will be aligned to performance goals identified in the QPIP.

Data-Driven Decision Making

Insights gained from CQI tools, site observations, and evaluator feedback will be used to adjust programming and support targeted improvements. Progress will be monitored by reviewing Program Quality Reports, evaluator feedback, and positive trends in student engagement. This CQI framework ensures that the ELP remains responsive, reflective, and results-oriented.

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 Hawthorne School District Expanded Learning Program (ELP) ensures effective program management through comprehensive policies and procedures that support strong communication, aligned support structures, and intentional partnerships, while maintaining full alignment with the district's vision and mission.

Collaborative Communication

- Weekly meetings are conducted with service providers to review the program, focusing on student engagement, attendance trends, current and upcoming enrichment activities, program highlights, and any challenges encountered.
- Regular monthly meetings are held with site coordinators and school principals to align after school program implementation with school-day priorities.
- The ELP Administrators meet consistently with the Director of Special Projects to ensure district-level alignment, strategic planning, and continuity of services.

Comprehensive Support Structure

- The program is supported by dedicated personnel including an ELP Coordinator, ELP Assistant Principal, ELP Secretary, ELP Tech, school-site custodial staff, site security, and roving health clerks to support health and safety across 10 school sites.
- Health clerks administer medication, conduct diaper changes, and provide care based on health referrals. They rotate among ten sites and are on call during after school hours.
- Transportation services are coordinated to ensure student access and safety before and after program hours.

- **Strategic Resource Management:** The district will purchase storage materials and supplies to organize and maintain all program resources. This strategic purchasing ensures that all materials are securely stored and readily accessible, streamlining operations and reinforcing continuous quality improvement efforts.

Enrichment Partnerships

- The district partners with a variety of vendors and organizations to offer students broad and meaningful enrichment experiences, including:
 - Music Education
 - Visual Arts
 - Performance Arts
 - Culinary Arts
 - Dance
 - STEAM
 - Coding/Robotics
 - Esports
 - Recreational Sports
 - Outdoor Education
 - Cultural and academic enrichment
 - Personal development and wellness programs
 - Field Trips

Program Evaluation

- ELP administrators evaluate the program through various measures, including site observations, staff feedback, student participation data, and alignment with program goals and district priorities.
- Evaluation findings are used to guide continuous improvement and ensure the program remains aligned with district goals and student needs.

Oversight and Quality Assurance

- Hiring and personnel practices are overseen by the Hawthorne School District Human Resources Department.
- All service providers must meet district requirements for background checks, training, and qualifications to ensure a safe and supportive environment.

Documentation and Record-Keeping Practices

- **Enrollment and Registration:** The program uses standardized registration forms, which are securely maintained and reviewed periodically for accuracy and compliance.
- **Attendance Tracking:** Daily attendance is tracked electronically by site supervisors and reviewed weekly by the ELP administration to monitor participation and identify trends.

- Incident Reporting: Staff are trained on best practices for writing incident reports, which are typed or clearly handwritten and stored securely for potential future review (e.g., parent inquiries, legal matters).
Health Documentation: Health services provided during the program are documented in the district's student information system and communicated with site teams to ensure continuity of care.

ELP program policies, procedures, and manuals are embedded throughout the ELO-P Program Plan and can be accessed via the district's ELP webpage.

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?

Budget Narrative for Expanded Learning Opportunities Program

Our proposed budget has been carefully developed to reflect both the fiscal responsibility required by the Local Educational Agency (LEA) and the core values outlined in the Expanded Learning Quality Standards. The budget includes cost-share contributions from our partnering organizations and demonstrates a commitment to ensuring that all expenditures are reasonable, necessary, and allowable under current statutes and program regulations.

Alignment with Program Quality Standards and Student Needs

The budget prioritizes investments that directly address the academic, social-emotional, and enrichment needs of our students and families. In alignment with the *Safe and Supportive Environment* standard, we have allocated funds for facility use and security personnel to ensure a welcoming and secure environment during expanded learning hours.

To support *Active and Engaged Learning*, a significant portion of the budget is designated for project-based learning materials, STEAM supplies, and hands-on enrichment activities. These items have been selected based on student input and community needs assessments, reflecting our commitment to *Youth Voice and Leadership*.

Staffing and Professional Development

A substantial portion of the budget is dedicated to *Quality Staff*, including competitive salaries and stipends for program leaders and support staff. We have also included funds for ongoing professional development, focusing on trauma-informed care, inclusive practices, and culturally responsive pedagogy. This ensures our staff are well-equipped to meet the diverse needs of our student population.

Family and Community Engagement

In support of *Family Engagement*, the budget includes funding for family workshops, bilingual communication materials, and community events that foster strong school-family partnerships. We also leverage cost-sharing with local community-based organizations (CBOs), which contribute in-kind services such as volunteer hours, facility usage, and enrichment programming, demonstrating strong *Collaborative Partnerships*.

Access, Equity, and Wellness

Transportation subsidies and healthy snack provisions ensure equitable access and promote *Healthy Choices and Behaviors*. These budget items address common barriers to participation and reflect our commitment to serving all students, particularly those from underserved and low-income households.

Cost-Share and Sustainability

We have secured matching contributions from local non-profits and municipal partners, including donated instructional time, supplies, and wellness resources. This cost-sharing model not only meets funding guidelines but also enhances the sustainability of the program beyond the initial grant period.

This budget is the result of thoughtful planning, community collaboration, and a deep understanding of the needs of our students and families. It fully complies with LEA fiscal requirements and exemplifies the principles of the Expanded Learning Quality Standards to provide a high-impact, equitable, and student-centered program.

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

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B

To ensure proper implementation of the Expanded Learning Opportunities Program (ELOP) charged costs that are reasonable, necessary, and allowable, the Local Educational Agency (LEA) will adopt a comprehensive fiscal and programmatic oversight plan. This plan aligns with applicable statutes, regulations, and program plans, while adhering to the Expanded Learning Program Quality Standards, specifically focusing on the Point-of-Service and Programmatic Quality Standards. Below is a detailed description of how the LEA will accomplish this:

Fiscal Oversight and Compliance

- Policies and Procedures
The LEA will establish written fiscal policies and procedures that comply with Education Code, California Department of Education (CDE) guidance, and the Uniform Grant Guidance (UGG). All ELOP expenditures will undergo pre-approval using a standardized requisition and justification form that verifies necessity, reasonableness, and allowability.
- Budget Alignment
The LEA will develop a detailed, itemized budget for ELOP expenditures that is aligned with program goals and quality standards. Budget development and revisions will be conducted in collaboration with program staff and fiscal personnel to ensure expenditures reflect strategic priorities and quality indicators.
- Monitoring and Auditing
Quarterly internal fiscal audits will be conducted to verify alignment of charged costs with programmatic outcomes. The LEA will maintain complete documentation for all expenditures, including purchase orders, receipts, and rationale for charges. External audits will be reviewed and responded to in a timely manner with corrective actions as needed.

Alignment with Point-of-Service Quality Standards

- 1-Safe and Supportive Environment
Funds will be used for staff training in trauma-informed care and safety procedures. Expenditures on safety equipment, student supervision, and facilities maintenance will be justified under this standard.
- 2-Active and Engaged Learning
Allowable costs include hands-on materials, supplies for STEM, arts, and project-based learning, and enrichment vendor contracts. Programs must document how these activities align with active learning principles and expand student horizons.
- 3-Skill Building
Funds will support curriculum development, software, and resources that teach 21st-century skills (e.g., coding, communication, problem-solving). Spending must clearly link to learning objectives and performance standards.
- 4-Youth Voice and Leadership
Budgets will include line items for youth advisory councils, student-led projects, and leadership training. Youth feedback will be documented and used to inform ongoing expenditure decisions.
- 5-Healthy Choices and Behaviors
Expenditures may include fitness equipment, nutrition education programs, and health and wellness curricula. All health-related activities must align with state nutrition guidelines and evidence-based practices.
- 6-Diversity, Access, and Equity
Spending on translation services, adaptive equipment, and outreach to underrepresented communities will be prioritized. Program materials and services will reflect cultural and linguistic diversity.

Alignment with Programmatic Quality Standards

- 7-Quality Staff

Funds will support the recruitment and retention of qualified staff through competitive wages and professional development. All PD expenditures must be tied to assessed staff needs and improvement plans.

- 8-Clear Vision, Mission, and Purpose
Program development costs will reflect stakeholder-informed planning sessions and outcome development tools. Expenditures must align with the ELOP plan submitted to and approved by the Hawthorne School District Board of Trustees.
- 9-Collaborative Partnerships
Allowable costs include memoranda of understanding (MOUs), stipends, and materials for engaging community partners and families. All partnership expenditures must be documented and evaluated for impact.
- 10-Continuous Quality Improvement (CQI)
Funds will support data systems, evaluation consultants, and survey tools used for ongoing assessment and program refinement. CQI results will be linked to adjustments in spending priorities.
- 11-Program Management
The LEA will use ELOP funds for administrative support only to the extent allowable, clearly documenting time and effort through timekeeping systems. Administrative costs will not exceed statutory thresholds.
- 12-Sustainability
Strategic investments will be made in long-term resources and tools that build program capacity (e.g., reusable equipment, online platforms). The LEA will seek matching funds and in-kind support to extend the reach of ELOP dollars.

Training and Capacity Building

All program and fiscal staff will participate in annual training on ELOP regulations, cost principles, and alignment with quality standards. Training will include examples of allowable vs. unallowable costs and methods for documenting compliance.

Documentation and Reporting

Each expenditure will be tagged to a quality standard and program goal in the LEA's financial system for transparency. Monthly financial reports will be reviewed by program leadership and shared with stakeholders for accountability. By integrating sound fiscal controls with a deep commitment to the quality standards, the LEA will ensure that ELOP resources are used effectively to promote student success, equity, and continuous program improvement.

Attendance Recovery

Starting in the 2025-26 school year, the HSD Expanded Learning Program will support attendance recovery by providing opportunities for students to recover lost instructional minutes through after school sessions. Attendance recovery classes will be held after school and student attendance and instructional minutes will be monitored by an HSD certificated teacher. Budget allocations for attendance recovery will be carefully aligned to the Expanded Learning Quality Standards and the HSD ELOP-Plan.

School site principals and the Department of Pupil Personnel Services will regularly review PowerSchool attendance reports to identify students who are eligible for recovery.

The ELP team will work closely with schools to encourage parents of students who are chronically absent to enroll their children in the Expanded Learning Program for attendance recovery if they are not already participating. Instructional recovery time will align with current instruction happening within core subject areas through disguised learning.

Attendance in the Expanded Learning Program and recovered instructional minutes will be documented using district-approved systems, including PowerSchool Attendance Recovery codes. School-site teams will report monthly participation to school site administration and district leadership to monitor effectiveness of the attendance recovery program.

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 ELP 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.

We have established a braided Expanded Learning Program where ELO-P funds are strategically integrated with ASES funding to create a comprehensive, universal program that serves all grade levels. We leverage ASES funds alongside ELO-P to maximize enrollment opportunities and ensure access to high-quality, enriching experiences for all students. This collaborative funding model allows us to offer enhanced enrichment activities across all participating grade levels. By aligning staffing, scheduling, and resources, we ensure that programming remains seamless, inclusive, responsive to student needs, and adheres to compliance requirements for both grants. This braided approach strengthens program sustainability and ensures equitable access for a wider range of students.

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?

To ensure the needs of transitional kindergarten and kindergarten students are met, the Expanded Learning Program integrates the district's Universal Prekindergarten (UPK) strategic plan with the following key focus areas:

Vision & Coherence (Focus Area A):

The ELP aligns its vision with the UPK strategic plan, emphasizing developmentally appropriate practices, smaller class sizes, and a nurturing environment tailored to the unique needs of younger learners.

Community Engagement and Partnerships (Focus Area B):

The program engages families, community stakeholders, and early childhood experts to co-create a developmentally-informed curriculum and provide enrichment opportunities suited for TK/Kindergarten students.

Workforce Recruitment & Professional Learning (Focus Area C):

Staff Recruitment: The program actively recruits staff experienced in early childhood education, leveraging partnerships with colleges, universities, and community organizations. Job postings will highlight the importance of expertise in working with younger children.

Professional Development: All staff receive training on developmentally appropriate practices, effective classroom management strategies, and early childhood pedagogy. Specific training focuses on social-emotional development, engaging hands-on activities, and maintaining nurturing environments.

Curriculum, Instruction, and Assessment (Focus Area D):

Developmentally-Informed Curriculum: The program incorporates play-based learning, social-emotional learning activities, and hands-on exploration designed for young learners. These activities support fine and gross motor skills, collaboration, and foundational literacy and numeracy concepts.

Continuous Assessment: Age-appropriate tools will be used to monitor student progress, ensuring instruction and enrichment activities align with developmental milestones.

LEA Facilities, Services, and Operations (Focus Area E):

Safe and Engaging Spaces: Dedicated classroom environments will be designed to support TK/Kindergarten students with age-appropriate furniture, materials, and designated play and quiet areas.

Small Group Sizes: Staff assignments will ensure a maximum 10:1 student-to-staff ratio to maintain individualized attention and support.

Maintaining the 10:1 Ratio:

- **Staffing Plan:** The program will schedule a sufficient number of staff for TK/Kindergarten groups by projecting enrollment numbers and securing staff ahead of time. This includes recruiting substitute staff to fill gaps when needed.

- **Monitoring Ratios:** Daily attendance tracking and real-time adjustments to staffing ensure compliance with the 10:1 ratio. Site coordinators will monitor ratios and address any challenges promptly.

Supporting Staff to Work with Younger Children:

Staff will participate in ongoing professional learning sessions focused on:

- Understanding the developmental stages of TK/Kindergarten students.
- Implementing activities that balance structure and flexibility for younger learners
- Building supportive relationships with students to foster trust and confidence.

Offer and Provide Access

Describe how your LEA will offer ELP to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELP by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Hawthorne School District: Culturally and Linguistically Appropriate Access to the Expanded Learning Program (ELP)

Hawthorne School District (HSD) is committed to ensuring equitable access to its Expanded Learning Program (ELP) through culturally and linguistically appropriate communication channels for both students and families. To ensure equitable access to our Expanded Learning Opportunities Program (ELOP), our district is committed to offering the program through culturally and linguistically appropriate outreach efforts and ensuring a smooth, accessible enrollment process for all families.

Culturally and Linguistically Responsive Communication

To effectively engage families from diverse linguistic and cultural backgrounds, HSD uses a variety of communication tools:

- **Student Surveys:** Distributed at multiple points throughout the year to gather student voice and input on ELP activities, interests, and needs. The data collected informs program design and improvement.
- **Parent Feedback Forms:** Regularly shared in home languages to collect parent insights about ELP quality, scheduling preferences, and any barriers to participation.
- **Translation Services:** All written communication (flyers, forms, digital notices) is translated into the primary languages spoken in the community, including Spanish, Vietnamese, and others as needed. Bilingual staff are available at enrollment events and parent meetings.
- **Flyers:** All flyers and informational materials are provided in both English and Spanish.
- **Meetings:** To increase access and family engagement, ELP-related meetings are offered **both in person and virtually**, with interpretation available when

needed.

- **Wordly and Visual Tools:** The district uses Wordly AI translation software during Expanded Learning Program (ELP) meetings to support culturally and linguistically appropriate communication with families. Visual tools, such as posters created from student and parent feedback, are displayed at school sites to promote voice, visibility, and transparency
- **Multiple Platforms:** Information is shared through printed materials, School Messenger (phone calls, emails, and texts), PeachJar, district websites, and school events. The district uses systems with engagement reports to monitor the effectiveness of these platforms and track whether parents are receiving and viewing communications.

ELP Enrollment Process

- **Form Distribution:** All ELP enrollment information is provided in students' home languages and shared through multiple platforms. Forms are available at all school sites, including the ELP and main offices.
- **Signature Process:** Parents/guardians are required to sign forms to confirm enrollment and acknowledge program expectations. Staff are available to assist with form completion during in-person enrollment days or via phone.
- **Form Storage:** Completed forms are securely stored in both hard copy (on-site at school sites) and digitally (in a district-managed database) to ensure accessibility for program staff and compliance with privacy standards.

Access & Equity

- **Transportation Services:** HSD provides transportation for eligible students to ensure equitable access to ELP offerings, particularly for students who face other transportation barriers.
- **Priority Enrollment:** Students identified as Multilingual Learners, foster youth, or experiencing homelessness receive priority enrollment to support the district's equity and access goals.

By using a multi-channel communication approach, providing multilingual and culturally responsive support, and offering logistical assistance such as transportation and form completion, our district ensures that every family has the opportunity to participate in the Expanded Learning Program.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be

used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips offered through the Hawthorne School District (HSD) Expanded Learning Program will be intentionally planned beyond the school day (afterschool and intersessions: winter, spring, and summer) to ensure full alignment with ELP requirements and guidelines. These field trips are designed to be purposeful, hands-on learning experiences that enrich and reinforce the academic and enrichment content provided during our after school and intersession programs.

Each trip directly supports the Expanded Learning Quality Standards, particularly in the areas of active and engaged learning, skill building, youth voice and leadership, and diversity, access, and equity. Field trips extend the classroom by offering real-world, interdisciplinary applications that allow students to deepen understanding, make connections, and explore new ideas.

Educational Outcomes and Skills Development

Students will develop and apply the following skills and knowledge through these experiences:

- **Scientific inquiry, data analysis, and observation skills** (e.g., at California Science Center, Discovery Cube, Aquarium of the Pacific, and Dodger Stadium)
- **Biology, ecology, and environmental science understanding** (e.g., at the Los Angeles Zoo and Aquarium of the Pacific)
- **STEM engagement and real-world application of physics and math** (e.g., SoFi Stadium STEM program, Dodger Stadium – The Science of Baseball curriculum)
- **Agricultural history and literacy** (e.g., at Knott's Berry Farm's Adventures in Education program)
- **Exposure to higher education pathways and college readiness** (e.g., at Cal State Dominguez Hills)
- **Teamwork, problem-solving, and communication skills** (through collaborative learning activities across all trips)

Field Trip Details

- **Locations** include but are not limited to: California Science Center, California State University Dominguez Hills, Knott's Berry Farm (Adventures in Education), Discovery Cube, Los Angeles Zoo, SoFi Stadium, Aquarium of the Pacific, and Dodger Stadium – The Science of Baseball curriculum

- **Educational Significance:** Each destination connects directly to either science, math, technology, engineering, environmental education, cultural awareness, or college and career exploration. For example, the Dodger Stadium Science of Baseball program allows students to explore the physics, math, and engineering behind baseball in a stadium setting, tying real-world sports to academic learning.
- **Anticipated Dates:** Field trips will occur beyond the school day, including intersession programming—Winter (December/January), Spring (March/April), and Summer (June/July) and afterschool.
- **Duration:** Single-day trips ranging from 4–6 hours, including transportation
- **Grade Levels Participating:** Transitional Kindergarten (TK) through 8th grade students enrolled in the Expanded Learning Program
- **Transportation Arrangements:** Transportation is provided by the district for all students participating in these educational field trips

All field trips will be organized and implemented by the ELP team and will follow ELP program requirements, including appropriate student-to-staff ratios and ensuring staff meet district instructional aide qualifications. The district will also comply with all applicable local policies and procedures related to student field trips.

These field trips are designed to provide meaningful academic and enrichment opportunities, inspiring curiosity and connecting classroom learning to dynamic, real-world contexts that promote academic and personal growth.

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.

No program fees will be collected.

Sample Program Schedule- Regular School Day

Please include a sample program schedule that describes how the ELP 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 ELP 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.**

School Year Sample Program Schedule (Regular Day)

8:30 AM - 6:00 PM (9.5 hours)

Time	Activity Description
8:30AM	TK-8 School Day Starts
11:30AM - 1:00PM	Lunch/Recess
2:30PM	TK-3rd Dismissal
2:30PM - 3:00PM	Transition time for TK-3rd grade ELO-P Students: Check-in & Snack
3:00PM	4th-8th Dismissal
3:00PM - 3:30PM	Transition time for 4th-8th grade ELO-P Students: Check-in & Snack
2:30PM - 6:00PM	Expanded Learning Program

School Year Sample Program Schedule (Early Release Days)

8:30 AM - 6:00 PM (9.5 hours)

Time	Activity Description
8:30AM	TK-8 School Day Starts
11:30AM - 1:00PM	Lunch/Recess
2:00PM	TK-8th Dismissal
2:00PM - 6:00PM	ELP Programming

School Year Sample Afterschool Program Schedule (Regular Day)

Sample Elementary Afterschool Schedule	
3:00pm - 3:45pm	Homework and Academic Time
3:45pm - 4:30pm	Enrichment Clubs (Arts, STEM, sports and more)
4:30pm - 5:15pm	Daily Fitness and Outdoor Play
5:15pm - 5:45pm	Snack Time
5:45pm - 6:00pm	Dismissal

School Year Sample Afterschool Program Schedule (Early Release)

Sample Middle School Afterschool Schedule (Early Release)		
2:00pm - 2:15pm	Check-In & Snack	
2:15pm - 3:00pm	Enrichment Clubs (Art, Culinary, Drumline, Theatre, Mariachi, Chess)	
3:00pm - 4:00pm	Homework Help	Enrichment Clubs (Basketball, Flag Football, Soccer, Karate, Cheer, STEM)

4:00pm - 5:00pm	Enrichment Clubs (Basketball, Flag Football, Soccer, STEM)	Homework Help
5:00pm - 5:45pm	Enrichment Clubs (Art, Culinary, Drumline, Theatre, Mariachi, Chess)	
5:45pm - 6:00pm	Dismissal	

School Year Sample Summer Intersession Program Schedules

ELP ES SUMMER CAMP 2025 SCHEDULE	
Kinder - 2nd Grade	
Time	Activity
8:00am - 8:30am	Student Drop-off & Check-In (30 min)
8:30am - 8:45am	Breakfast & Morning SEL Time (15 min)
8:45am - 9:35am	HSD ELA Academic Support (50 min)
9:35am - 9:50am	Movement Break (15 min)
9:55am - 10:45am	HSD Math Academic Support (50 min)
10:50am - 11:40am	Enrichment Block (50 min) - Rotating activities (Soccer, Culinary, SOD, WR Enrichment)
11:40am - 12:00pm	Lunch (20 min) - Cafeteria
12:00pm - 12:20pm	Recess (20 min) - Playground/Yard
12:20pm - 1:00pm	WR Structured Activity (40 min)
1:00pm - 2:40pm	CISE Afternoon Program
2:40pm - 3:00pm	Snack
3:00pm - 5:00pm	CISE Afternoon Program
5:00pm - 5:15pm	Closing Activity & Dismissal
3rd - 5th Grade	
Time	Activity
8:00am - 8:30am	Student Drop-off & Check-In (30 min)
8:30am - 8:45am	Breakfast & Morning SEL Time (15 min)
8:50am - 9:40am	HSD Math Academic Support (50 min)
9:45am - 10:35am	Enrichment Block (50 min) - Rotating activities (Soccer, Culinary, SOD, WR Enrichment)
10:40am - 11:00am	Movement Break (20 min)
11:05am - 11:55am	HSD ELA Academic Support (50 min)
12:00pm - 12:20pm	Lunch (20 min) - Cafeteria
12:20pm - 12:40pm	Recess (20 min) - Playground/Yard
12:40pm - 1:00pm	WR Structured Activity (20 min)
1:00pm - 2:40pm	CISE Afternoon Program
2:40pm - 3:00pm	Snack
3:00pm - 5:00pm	CISE Afternoon Program
5:00pm - 5:30pm	Closing Activity & Dismissal

ELP MS SUMMER CAMP 2025 SCHEDULE	
Rising 6th - 8th	
TIME & ACTIVITY	
8:15am - 8:30am Student Drop-Off & Check-In	
8:30am - 8:45am Breakfast, Attendance & Morning SEL	
8:45am - 9:40am (55 min) ELA Academic Support or Enrichment Block	
9:40am - 9:55am (15 min) Movement Break	
10:00am - 10:55am (55 min) Math Academic Support or Enrichment Block	
11:00am - 11:55am (55 min) Math/ELA or Enrichment Block	
12:00pm - 12:20pm (20 min) Lunch	
12:20pm - 1:00pm (40 min) Lunch Recess	
AFTERNOON ENRICHMENT & CLUBS	
Cohort A CISE (MON/TUES) Cohort A AYA (WED/THURS)	Cohort B AYA (MON/TUES) Cohort B CISE (WED/THURS)
1:00pm - 5:00pm CISE STEAM Experience Program Students will take a 25 minute snack within the block	
1:00pm - 5:30pm AYA Afternoon Club Rotations Students will take a 25 minute snack within the block	
1:00pm - 1:55pm (55 min) Rotation #1	2:00pm - 2:55pm (55 min) Rotation #2
2:55pm - 3:15pm (20 min) Snack	
3:20pm - 4:15pm (55 min) Rotation #3	4:20pm - 5:15pm (55 min) Rotation #4
5:15pm - 5:30pm Clean-Up & Dismissal	

Additional Legal Requirements

Below are additional legal requirements for the ELP. 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.

Non School Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 non school 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.
- (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 child care 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.