

# **2025 Expanded Learning Opportunities Program Plan Guide**

## **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE**

Prepared by: Expanded Learning Division

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

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

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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. Apricot Valley Elementary
2. Grayson Elementary
3. Las Palmas Elementary
4. Northmead Elementary
5. Walnut Grove Elementary
6. West Valley Learning Center

<b>Governing Board Approval Date:</b>	September 8, 2025
<b>Review/Revision Date:</b>	August 14, 2025
<b>Review/Revision Date:</b>	

### 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.

The Expanded Learning Opportunities Program (ELO-P) will provide students with a safe, supportive, and inclusive environment by offering all programming on-site at each participating school. This ensures that students remain in a familiar setting and eliminates the need for transportation, promoting continuity and ease of access. All staff will be trained in child supervision, trauma-informed care, positive behavior supports, CPR/First Aid, and mandated reporting, ensuring they are well-equipped to respond to student needs. The program will follow district policies for incident reporting, with clear procedures in place for documenting and communicating any issues. Student health records and emergency contact information will be securely maintained, and staff will be trained on how to respond to individual medical needs, including medication administration when required. Safe supervision will be ensured through appropriate staff-to-student ratios, and learning spaces will be regularly maintained to meet district safety standards.

### 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.

To support an emotionally safe and supportive environment, the Expanded Learning Opportunities Program (ELO-P) is designed to create an emotionally safe and supportive environment where all students feel valued, respected, and connected. The program integrates Social-Emotional Learning (SEL) into daily activities through intentional practices that promote self-awareness, relationship-building, responsible decision-making, and emotional regulation. Staff receive training on trauma-informed care, culturally responsive practices, and positive behavior supports to ensure they are equipped to foster a nurturing and inclusive environment. Daily routines include structured opportunities for students to build positive relationships with peers and adults, express themselves in healthy ways, and develop coping strategies through group discussions, reflection activities, and SEL-infused lessons. In addition, staff are trained to recognize signs of emotional distress and are supported with clear protocols for referring students to appropriate school-based resources when needed. By prioritizing emotional well-being, the ELO-P helps students build resilience, confidence, and a sense of belonging that supports their overall development both in and out of the classroom.

## 2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Expanded Learning Opportunities Program (ELO-P) is designed to provide students with active and engaging learning experiences that supplement, rather than duplicate, the regular instructional day. Through hands-on, project-based activities, students will have opportunities to explore new interests, apply academic concepts in real-world contexts, and develop critical thinking and problem-solving skills. Enrichment offerings may include STEM challenges, visual and performing arts, physical activity, leadership development, and culturally relevant programming—all structured to promote creativity, collaboration, and exploration. These experiences are intentionally designed to reinforce and extend learning in a more flexible, student-centered environment. Additionally, staff are trained to incorporate voice and choice into their planning, ensuring that students are active participants in their learning and are motivated by the content and format of activities. By focusing on curiosity, engagement, and relevance, the program supports whole-child development while enhancing academic confidence and enjoyment of learning.

### 3—Skill Building

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

To support students' long-term success, the Expanded Learning Opportunities Program (ELO-P) intentionally incorporates a wide range of skill-building opportunities into daily programming. Activities are designed to promote the development of both academic and non-academic skills, including collaboration, communication, leadership, problem-solving, and time management. Students will engage in enrichment classes such as robotics, art, cooking, and sports, which encourage the application of real-world skills in engaging, hands-on ways. Additionally, tutoring and homework support are provided to reinforce foundational academic skills without duplicating classroom instruction. Staff are trained to scaffold activities to meet diverse student needs, allowing all participants to build confidence and competence over time. These experiences help students develop practical tools for academic success and personal growth in a supportive and dynamic environment.

### 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.

Empowering students to take an active role in their learning experience is a key component of the Expanded Learning Opportunities Program (ELO-P). The program creates multiple opportunities for youth voice and leadership by encouraging students to help shape activities, provide feedback, and take on leadership roles within the program. Students may serve as group leaders during activities, assist with peer mentoring, and help plan events or lead portions of enrichment sessions based on their strengths and interests. Regular student surveys and suggestion boxes are used to gather input on programming, and staff hold informal focus groups to ensure student perspectives are heard and valued. In addition, students will participate in program quality reflection and improvement efforts through age-appropriate discussions, helping staff evaluate what is working and identify areas for growth. By making youth active partners in decision-making, the program fosters a sense of ownership, responsibility, and belonging that enhances both personal development and program effectiveness.

### 5—Healthy Choices and Behaviors

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

The Expanded Learning Opportunities Program (ELO-P) is committed to promoting healthy choices and behaviors by supporting the physical, emotional, and nutritional well-being of all students. Each day, students will be provided with nutritious snacks prepared and distributed by our district's Nutrition Services Department, ensuring they receive balanced, high-quality food that meets state and federal guidelines. In addition to supporting healthy eating habits, the program includes daily opportunities for physical activity, such as structured games, free play, and organized sports, all designed to encourage movement, teamwork, and overall fitness. Staff will also weave health education into program activities—covering topics like balanced nutrition, hydration, emotional regulation, and mindfulness—helping students build lifelong wellness habits. By combining access to nutritious food, regular physical activity, and supportive instruction, the program fosters a culture of health and well-being that nurtures the whole child.

## 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.

Creating an inclusive and welcoming environment is a core priority of the Expanded Learning Opportunities Program (ELO-P). The program is thoughtfully designed to support cultural and linguistic diversity, and to ensure that all students—regardless of background or ability—have equitable access to enriching experiences. To celebrate cultural heritage and provide meaningful engagement, several of our elementary sites will launch a Folklórico Club, allowing students to explore traditional music, dance, and storytelling rooted in Mexican culture. In addition, many staff members are bilingual or multilingual, which strengthens communication with students and families and helps address the needs of English language learners. The program also ensures access for students with disabilities through appropriate accommodations, inclusive activity planning, and collaboration with special education teams. By embracing diversity in both staffing and programming, the ELO-P creates a safe, supportive space where every student is encouraged to participate fully and feel a strong sense of belonging.

## 7—Quality Staff

### Staff Engagement

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

One of the cornerstones of the Expanded Learning Opportunities Program (ELO-P) is ensuring that students build meaningful connections with high-quality staff who are invested in their growth and development. Staff are thoughtfully selected for their experience, enthusiasm, and ability to build positive relationships with youth. To maintain high standards of support, all staff participate in ongoing professional development focused on child development, trauma-informed care, inclusive practices, social-emotional learning, and safety procedures. This training equips them to meet the diverse academic and emotional needs of students in a safe and supportive environment. Additionally, staff are encouraged to incorporate their personal strengths and passions—whether through cultural activities, creative enrichment, or academic support—allowing students to engage in dynamic, interest-driven experiences. Through consistent training, mentorship, and a focus on relationship-building, the ELO-P ensures students are supported by dedicated, compassionate adults who positively impact their learning journey.

### 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)]).

Instructional aides in the Expanded Learning Opportunities Program (ELO-P) must meet the minimum qualifications established by the Local Educational Agency (LEA), which include at least six months of paid or volunteer experience working with school-age children or in childcare, or an equivalent combination of relevant training and experience. All staff are required to complete a comprehensive health and safety screening process prior to employment, which includes fingerprint clearance through the Department of Justice, TB testing, and verification of immunizations as required by district policy. To ensure a safe and supportive environment, the program adheres to state-mandated staff-to-student ratios, typically 1:20 for group leaders and 1:10 for younger grade levels. Staffing is closely monitored and adjusted as needed based on enrollment, and sites maintain a pool of trained substitute staff to help ensure ratios are met consistently. Through careful hiring, training, and ongoing compliance, the ELO-P ensures that students are supported by qualified, safe, and adequately supervised staff at all times.

### 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)]).

To ensure a high-quality learning experience for all students, the Expanded Learning Opportunities Program (ELO-P) places a strong emphasis on staff training and professional development. Staff receive comprehensive pre-service training at the start of the year, followed by regular professional development opportunities designed to strengthen their skills in student engagement and enrichment. In alignment with ASES, 21st CCLC, and ELO-P guidelines, the program may close for up to three days per year to dedicate time exclusively for staff development, which can occur on instructional or non-school days. Training topics include social-emotional learning (SEL), trauma-informed practices, positive behavior support, academic enrichment strategies, safety procedures, and inclusive, culturally responsive instruction. Staff are also supported through access to district and county workshops, coaching, online resources, and collaborative planning sessions. This intentional investment in professional growth ensures that staff are well-equipped to create engaging, safe, and supportive environments where students can thrive.

## **8—Clear Vision, Mission, and Purpose**

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

Grounded in a commitment to student growth and community collaboration, the Expanded Learning Opportunities Program (ELO-P) is built upon a clear vision, mission, and purpose that guide every aspect of its design and implementation. The vision of the program is to foster safe, inclusive environments where all students have access to meaningful learning experiences that support academic achievement, social-emotional development, and personal growth. The mission is to partner with students, families, school staff, and community organizations to deliver high-quality, engaging programming that enriches the school day and supports the whole child. The purpose of ELO-P is to provide extended learning opportunities that promote equity, creativity, leadership, and a strong sense of belonging. Each stakeholder group plays a vital role: students provide input and take on leadership roles, families contribute feedback and help build a supportive home-school connection, program staff bring the vision to life through consistent, intentional programming, school site partners help align goals and practices, and community partners enhance the program with specialized expertise and resources. Together, these groups work in partnership to ensure the program reflects and responds to the unique needs of the community it serves.

## **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 play a critical role in the development and ongoing success of the Expanded Learning Opportunities Program (ELO-P). During the creation of the program plan, family surveys, student feedback, and input from parent meetings were used to identify key priorities, such as academic support, enrichment opportunities, safety, and cultural relevance. This feedback directly informed program design, scheduling, and the types of activities offered. Throughout the year, families and students remain actively engaged through regular communication, program surveys, and student voice opportunities such as suggestion boxes and youth advisory groups. These platforms allow families to express needs and provide feedback, while students help shape programming based on their interests and experiences. In addition, families are invited to participate in special events, celebrations, and culturally responsive activities that help strengthen the home-school connection. By maintaining open communication and honoring family and student input, the ELO-P ensures the program remains responsive, inclusive, and community-driven.

### **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 Expanded Learning Opportunities Program (ELO-P) was developed through a collaborative process that actively engaged Community-Based Organizations (CBOs) and other non-LEA partners to ensure the program is aligned with the needs and strengths of the broader community. During the planning phase, the district consulted with local organizations, including enrichment providers, youth-serving nonprofits, and health and wellness partners, to gather input on student interests, community resources, and potential areas for collaboration. These partners continue to play an integral role in the administration and implementation of the program by delivering specialized services such as arts, STEM, physical education, and social-emotional learning. The ELO-P is also intentionally coordinated with existing district initiatives, such as Community Schools and Multi-Tiered Systems of Support (MTSS), to ensure that services are aligned, layered, and responsive to student needs. Through regular communication and shared planning, community partners help expand the reach and impact of ELO-P by offering wraparound supports and enrichment that address the academic, behavioral, and social-emotional domains of the whole child. This collaborative approach ensures the program remains student-centered, community-connected, and equity-focused.

## 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.

To ensure the Expanded Learning Opportunities Program (ELO-P) is both effective and reflective of student needs, the program is grounded in a robust Continuous Quality Improvement (CQI) process. This process is guided by the systematic collection, analysis, and application of data related to student development, with a particular emphasis on social-emotional learning (SEL), behavior, and skill-building outcomes. Data is gathered through multiple sources, including student self-assessments, pre- and post-program surveys, behavior tracking logs, staff observation checklists, daily attendance, academic progress indicators, and family and staff feedback tools. These data points help monitor growth in areas such as self-control, perseverance, responsible decision-making, academic mindset, conflict resolution, teamwork, and school connectedness—all of which are aligned with the California Quality Standards for Expanded Learning Programs. Site leaders and program staff engage in regular data review sessions to reflect on progress, identify trends, and adjust programming based on emerging needs. For example, if data shows a decline in school connectedness or increased behavioral incidents, staff may implement targeted strategies such as small group SEL sessions, peer mentoring opportunities, or additional professional development in trauma-informed practices. Reflection is embedded throughout the year, with staff participating in monthly collaborative learning meetings, where they share best practices, review goals, and develop action plans to enhance program delivery. Stakeholders, including students and families, are also engaged in the CQI cycle through focus groups, feedback sessions, and advisory input, ensuring that improvement efforts remain inclusive and community-informed. The CQI process is not limited to individual sites—it is coordinated across the district to identify systemic strengths and areas for growth. Leadership teams use the data to align ELO-P initiatives with broader district frameworks, such as Multi-Tiered Systems of Support (MTSS), reinforcing a shared commitment to whole-child development. This layered and intentional approach to CQI ensures the ELO-P is continually evolving, culturally responsive, and grounded in evidence-based practices that deliver meaningful and measurable outcomes for students.

## 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.

Our Expanded Learning Opportunities Program follows a set of clearly defined policies and procedures to ensure consistent and compliant operations. These include documentation and record-keeping practices related to student enrollment, attendance tracking, supervision, safety, and communication. For student enrollment, we utilize the PJUSD Expanded Learning Program Registration Card, which collects essential information such as emergency contacts, medical notes, legal documentation, and program preferences (Before or After School). As of now, attendance tracking is completed using paper-based rosters. However, we are in the process of transitioning to Aeries Supplemental Attendance, which will allow us to align with the new CALPADS reporting guidelines and improve accuracy and efficiency in our data collection. Staff receive training on documentation procedures during onboarding and are updated regularly on changes to ensure proper compliance. A full set of our approved policies and procedures can be found in the attached addendum.

## **Budget**

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

The budget for the Expanded Learning Opportunities Program (ELO-P) has been carefully developed to ensure that all expenses are reasonable, necessary, and allowable in alignment with program goals and state and federal requirements. Budgeted items include personnel costs, such as salaries and benefits for program staff, site supervisors, and site assistants; operating costs like supplies, instructional materials, and transportation; professional development for staff training; and contracts with community-based organizations (CBOs) to provide enrichment and support services. Cost-share items include facility use, utilities, and administrative oversight, which are supported in part by the LEA's general fund or other district resources to maximize the ELO-P allocation. The budget also reflects a commitment to equity and access, prioritizing funding for expanded staff coverage, student transportation, and targeted enrichment at schools with high populations of socioeconomically disadvantaged students and English learners. This budget directly addresses the needs of students and families by funding programming that supports academic recovery, social-emotional learning, safe supervision, and culturally responsive enrichment, based on community feedback gathered through family and student surveys, staff input, and local needs assessments. Ongoing monitoring ensures funds are used efficiently to maximize impact and sustainability of services.

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

The LEA is committed to ensuring the proper implementation of all Expanded Learning Opportunities Program (ELO-P) requirements through a combination of strategic planning, oversight, compliance monitoring, stakeholder engagement, and ongoing evaluation. Program implementation is guided by a clearly defined framework aligned with California's Quality Standards for Expanded Learning, which includes maintaining appropriate staff-to-student ratios, ensuring safe and supportive environments, and offering active, engaging, and culturally responsive learning experiences. A designated ELO-P Program Coordinator oversees all operations, including staff training, daily programming, compliance with grant requirements, and alignment with district priorities such as Multi-Tiered Systems of Support (MTSS) and Community Schools initiatives. To ensure fiscal accountability, the LEA works closely with the Business Services Department to monitor expenditures, verify that all costs are reasonable, necessary, and allowable, and that cost-share items are appropriately documented. Staff responsible for attendance and student record-keeping receive training on the use of Aeries Supplemental Attendance to meet CALPADS reporting guidelines, and enrollment data is securely maintained in compliance with FERPA. Regular internal audits, program observations, and stakeholder surveys are used to assess program effectiveness and identify areas for improvement. In addition, the LEA supports a Continuous Quality Improvement (CQI) cycle that includes data analysis, reflection, and adjustment of practices to better meet student and family needs. Coordination with school site leadership ensures alignment between the instructional day and expanded learning, while community-based organizations (CBOs) are

held to clear standards through formal agreements, regular check-ins, and performance evaluations. Through this multi-tiered approach, the LEA ensures that the ELO-P is implemented with fidelity, responsiveness, and a strong focus on student success and equity.

1 (California Public Contract Code (CPC) 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
Do you have a 21st CCLC Grant?	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.

Our district holds both an ASES grant and ELO-P funding, which allows us to braid resources strategically to provide a comprehensive, cohesive, and universal Expanded Learning Program for all eligible students. Rather than operating separate, siloed programs, we integrate both funding streams into a single program model that ensures equitable access, consistent quality, and alignment with the needs of students and families. ASES funding primarily supports the core after-school program components at our qualifying school sites, including staffing, academic support, enrichment activities, and program supplies. ELO-P funding is then layered on to expand both the scope and reach of services—this includes extending program hours, offering before-school programming, serving transitional kindergarten students, expanding summer and intersession learning opportunities, and increasing enrichment variety to better serve the diverse interests of students. By combining resources, we are able to: Maintain consistent staffing ratios and retain highly qualified staff across all program sites, rather than having disparities between ASES-funded and ELO-P-funded schools. Provide uniform program quality standards, ensuring that students in all Expanded Learning programs—regardless of site—receive the same level of academic support, enrichment opportunities, and social-emotional learning experiences. Increase access for working families, especially by adding morning, intersession, and summer learning components not covered by ASES alone. Align program operations with district and community priorities, such as integrating Multi-Tiered Systems of Support (MTSS), offering culturally relevant activities like folklórico, and coordinating with community-based partners. Financially, we utilize ASES funds first to meet core program requirements at grant-funded sites, while ELO-P resources supplement and extend services across the district. This strategic layering allows us to operate as one unified Expanded Learning Program, ensuring sustainability, flexibility, and equitable access for all 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?

Our Transitional Kindergarten (TK) program is intentionally designed to meet and exceed the pupil-to-staff ratio requirement of 10:1 as outlined in EC Section 46120(b)(2)(D). We achieve this by assigning staff members who have prior experience working with young children and who hold certificates or qualifications in early childhood education or related fields. This ensures that our TK students receive developmentally appropriate care and instruction from well-prepared adults.

**Staff Recruitment & Preparation:** Our recruitment strategy prioritizes candidates with demonstrated experience in preschool, TK, or early elementary settings, as well as those who possess relevant certifications such as Child Development Associate (CDA) credentials, Early Childhood Education (ECE) units, or equivalent training. New staff members participate in a structured onboarding process that includes training on child development, classroom management strategies for younger learners, positive behavior support, and effective communication with families of TK-aged children.

**Maintaining the 10:1 Ratio:** Staffing plans are created before each session begins to ensure ratios are met consistently. In addition, we maintain a pool of trained substitute staff to fill in during absences so that ratios never exceed the required limit. This proactive scheduling approach, combined with close daily monitoring of attendance, allows us to make immediate adjustments when needed.

**Developmentally Informed Curriculum & Program:** The TK program incorporates a curriculum that is hands-on, play-based, and aligned with early learning standards. Activities emphasize social-emotional development, foundational literacy and numeracy skills, fine and gross motor development, and exploration through art, music, and sensory play. Staff receive ongoing professional development on age-appropriate instructional strategies and how to scaffold learning to meet the needs of this younger age group. Our goal is to create a safe, nurturing, and engaging environment where TK students can thrive, building both the academic and social-emotional skills they need for a successful transition into kindergarten and beyond. By combining qualified, experienced staff with intentional scheduling, continuous training, and developmentally aligned curriculum, we ensure both compliance with the 10:1 ratio and the delivery of high-quality learning experiences for our youngest learners.

## **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?

Our LEA ensures that Expanded Learning Opportunities Program (ELO-P) information and enrollment materials are shared with pupils and families using culturally and linguistically effective communication channels. All communication, including flyers, interest forms, and program announcements, is provided in the primary languages spoken within our school community to ensure equitable access for all families. Site Supervisors and program staff are available to answer questions and assist families in their preferred language, recognizing and respecting the cultural diversity of our community.

**Enrollment Process:** Site Supervisors are responsible for distributing registration forms in person to families at their respective school sites. This face-to-face interaction allows staff to explain the program, review expectations, and answer any questions on the spot. Once completed, the forms must be signed by the parent/guardian to confirm consent and understanding of program policies. Signed forms are then collected by the Site Supervisor and stored securely in a designated binder at the site for easy reference and to ensure compliance with record-keeping requirements.

**Access & Program Location:** Because the ELO-P is offered at every school site in our district, no transportation is required or provided. Students attend the program directly at their school, removing transportation barriers and ensuring accessibility for all enrolled pupils.

## **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.

#### **Purpose and Educational Outcomes:**

The purpose of the ELO-P educational field trips is to extend and enrich student learning beyond the classroom by providing hands-on, real-world experiences directly connected to our academic and enrichment components. Each trip is designed to reinforce skills such as critical thinking, problem-solving, collaboration, and communication, while also deepening students' understanding of specific academic concepts. For example, a visit to a science museum may strengthen STEM knowledge through interactive exhibits, while a trip to a performing arts center may enhance cultural literacy and appreciation for the arts.

**Knowledge and Skills Developed:** Students will develop: Academic connections (e.g., applying science concepts learned in the program to museum exhibits). Social-emotional skills (e.g., teamwork, adaptability, and responsible decision-making during group activities). Cultural and community awareness (e.g., understanding historical, environmental, or artistic contributions within the community).

**Location and Educational Significance:** Sample locations may include the Modesto Children's Museum (STEM-focused exhibits and environmental education), Francis J. Bettencourt Theater (performing arts appreciation), or Camp Taylor (Social-Emotional learning). These sites are selected for their alignment with ELO-P enrichment goals and their ability to provide unique educational value not available in the classroom setting.

**Dates, Duration, and Grade Levels:** Trips will be planned throughout the school year, with dates varying by site and availability of locations. Each field trip will typically last between 4–6 hours, including travel time. Grade levels participating will depend on the specific trip's educational objectives and may range from TK through 6th grade, with targeted trips for specific grade bands to ensure age-appropriate learning outcomes. **Transportation and Supervision:**

Transportation will be arranged through the district's transportation department, with all costs covered by ELO-P funding in compliance with allowable use requirements. ELO-P staff will maintain district-approved student-to-staff ratios throughout the trip, and all attending staff will meet the minimum instructional aide qualifications per district policy. Staff will also be responsible for maintaining attendance records, following all safety protocols, and ensuring that student health and emergency information is accessible during the trip.

## **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.

Our district does not currently collect any fees for participation in the Expanded Learning Opportunities Program (ELO-P). All services and activities provided through ELO-P are offered at no cost to students and families. As such, there is no need for a fee waiver process or sliding scale, as the program is fully funded through ELO-P and other applicable grant sources, ensuring equitable access for all eligible students.

### Sample Program Schedule- Regular Schoolday

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

#### Sample of Expanded Learning Day

2:40 - 2:45 Student Arrival/Attendance  
2:45 - 3:00 Snack Time  
3:00 - 4:30 Academic Activities  
4:30 - 5:30 Enrichment Activities  
5:30 - 5:45 Afternoon Snack  
5:45 - 6:00 Clean up/Student Pick up

## **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.