Expanded Learning Opportunities Program Plan Guide 2024-27

Prepared by:

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

Note: This cover page is an example, programs are free to use their own seals and the name of their program. November 2024

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Holtville Unified 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. Emmett S. Finley Elementary
2. Holtville Middle
3. Pine Elementary

Governing Board Approval Date: 10/20/2025
Review/Revision Date:
Review/Revision Date:

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 safety of all HUSD children is important to our program. The HUSD ELO-P staff will ensure the safety of all children during ELO-P hours. Furthermore, classroom furniture, such as tables and chairs, classroom materials and supplies, and developmentally appropriate, supplemental curriculum will be purchased to support TK instruction.

At least one staff member that is CPR, First-aid, & AED certified will be on site during program hours. The staff members are also trained to access and maintain student health records. Additionally, all staff members will complete district-mandated safety training at the beginning of the year, including blood-borne pathogens training. In addition to mandated safety training, staff participate in training on classroom management, student engagement strategies, and school discipline procedures.

At the beginning of each school year, the school administrator will review the school's safety procedures plan with the ELO-P Site Supervisor. In addition, the school administrator and Site Supervisor will discuss specific health plans for students with special needs participating in the ELO-P program. The ELO-P Site Supervisor is expected to communicate all school safety procedures and student health plans to their program staff members. During the school year, all ELO-P staff is to adhere to any safe school announcements (i.e. air quality) that may take place and to limit outdoor instruction, if necessary, due to weather conditions.

Low student-to-staff ratios keeps all students and staff safe and engaged in program activities. Workshops will be led by certificated staff members and classified staff members. Students will be always monitored by staff members. Additionally, all school sites are closed campuses. Students must be checked out by a parent or legal

guardian if leaving early.

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 incorporates SEL into daily activities, teaching students essential skills such as self-awareness, self-regulation, empathy, and effective communication. Structured lessons and activities focus on building positive relationships and fostering a sense of community.

Staff members are trained in recognizing and addressing students' emotional needs. They create a welcoming atmosphere, provide active listening, and model positive social interactions to help students feel valued and understood.

Students are encouraged to share their thoughts and feelings without fear of judgment. The program offers spaces for open dialogue, conflict resolution, and emotional expression, helping students build confidence in navigating challenges.

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.

HUSD ELO-P program provides academic support and enrichment activities designed to support the CCSS (Common Core State Standards) through an intentionally designed curriculum of academic intervention, tutoring/mentoring, sign language, computer lab, STEM & MESA, cooking & baking, sports, dance, art, and music/band. These activities encompass the CCSS by providing authentic opportunities for students to plan, create, debate, and support opinions with evidence. The program seeks to give students a voice and encourage them to reflect, debate, and write. The activities from which students choose help broaden their horizons, provide enrichment, and support their academic growth.

HUSD ELO-P program is designed to ensure support for participating students in developing 21st century skills necessary to compete in today's world. Students can practice the skills they will need to compete globally. To bridge the technology divide, all ELO-P Program participants have access to computers and 3-D printers. All curriculum is tailored to define the knowledge, and skills students should have within their TK-12 education careers, so they are able to graduate from high school and be able to succeed in entry-level, credit-bearing academic college courses, and in workforce training programs. HUSD ELO-P Programs are dedicated to active implementation of research-based program design, instructional strategies, and best practices for multiple dynamics or our population (i.e. special needs, EL, poverty and other socio-economic impacts, learning styles, etc.).

The after-school program ensures alignment with the regular school day by employing some school-day staff in the after-school program, both teachers and paraprofessionals. There is constant communication amongst program staff, coordinator, and teachers regarding student progress, homework completion, and student behavior. The ELO-P coordinator attends weekly teacher meetings and holds monthly ELO-P staff meetings. Program staff are also required to participate in staff development provided by the ELO-P program. Staff development in the ELO-P program is linked to the staff development provided to the regular school-day teachers. ELO-P staff works closely with school staff to use a similar explicit direct instruction (EDI) model that has been adopted for the regular school curriculum. The EDI model focuses on all students successfully taught grade-level content every day, using the following components: Learning Objective, Activating Prior Knowledge, Concept Development, Skill Development, Importance, Guided Practice, Closure and Independent Practice. The district uses online assessment programs to disaggregate and analyze student data. Once assessment data is disaggregated, the data is analyzed by the teacher and after-school staff to make academic decisions for students. Through this process, ELO-P staff concentrates on supporting the core curriculum of the regular school day and therefore the California State Standards. This same procedure will be implemented as California Common Core Content Standards data is made available to the school site.

The ELO-P program has also adopted the regular school-day discipline procedures to create a seamless transition from the regular instructional day to the after-school program. The ELO-P staff uses positive discipline, defined as managing group behavior to reduce disruptions and to increase student cooperation and responsible behavior. These are the same regular school-day discipline practices and expectations that are observed and practiced in the after-school program. Student data, teacher lesson plans, and discipline procedures are reviewed by both regular school- day and ELO-P staff to keep these practices cohesive throughout the regular school-day and the ELO-P program.

3—Skill Building

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

Academic Content: All academic and enrichment components of the ELO-P Program are based on the essential California Common Core Content Standards, following the pacing guides of the district, when possible.

Academic Reading/Math Academies are provided to students in TK – 6. These groups are teacher-directed and run for one hour, three days week. Students are selected to each grade level group by either the counselor, classroom teacher, and/or principal. Students are taught through the same Explicit Direct Instruction model (Learning Objective, Activating Prior Knowledge, Concept Development, Skill Development, Importance, Guided Practice, Closure, and Independent Practice) that they experience during the regular school day.

Tutoring groups are available to all students in grades TK – 6. Tutoring groups are led by grade-level teachers or tutors. These groups sessions run for one hour, 5 days a week. The teachers/tutors help students complete their homework and practice what is taught in the regular school day. Students that are having difficulty with a concept or skill are identified by a tutor for intervention and more individualized support.

STEM Courses are offered to students in TK - 6. MESA (Math Engineering Science Enrichment) is used as the main tool to provide these STEM activities. MESA runs throughout the year and students participate in Imperial Valley MESA activities and competitions. Saturday workshops are planned throughout the year to give students additional time to complete MESA projects. Other STEM activities are also provided throughout the year and during ELO-P summer program. These STEM activities are teacher-directed and run for an hour, three days a week. Science, technology, engineering, and math (STEM) skills are increasingly necessary to navigate an ever-more complex world and a globalized economy. These courses are intended to provide engaging, hands-on STEM learning programs that are not only getting students excited about these topics, but also helping them build real-life skills and proficiencies. Recent analysis of evaluation studies of several after-school STEM programs showed that high-quality programs can lead to increased interest and improved attitudes toward STEM fields and careers, increased STEM knowledge and skills, and increased likelihood of pursuing STEM majors.

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.

The HUSD ELO-P Program authentically partners with students to build their leadership skills. HUSD ELO-P participants are involved in meaningful opportunities to plan, implement, and evaluate program activities.

- Staff value and encourage student voice and expression. Students have the opportunity to make significant choices about activities in the program.
- Students serve as leaders and mentors to each other.
- Staff support student's leadership development through appropriate skill-building opportunities (e.g. goal- setting and time management).
- Students input, and contributions are encouraged in activity planning, implementation and evaluation. As young people gain experience, their input and contributions become increasingly sophisticated.

Staff provide opportunities for reflection and for students to showcase their work.

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.

Life Skills enrichment activities are available to all students in grades TK - 6 on a

weekly basis. They include a hands-on approach to skills such as healthy diet planning, sewing, and cooking & baking. Students are encouraged to share their newly acquired skills with family members. Sports/Recreation activities, skills building and sports are open to students in grades TK - 6. Soccer, volleyball, basketball, and flag football are available to all ELO-P participants. Dance classes, shields, cheer and flags are provided throughout the year during ELO-P hours.

The ELO-P coordinators and staff members meet regularly with HUSD Food Services personnel to ensure that ELO-P students are receiving healthy food snacks as determined by state guidelines. HUSD Food Services provide daily snack/dinner meals that is given out to ELO-P students. HUSD Food Services provides ELO-P staff yearly training to ensure that ELO-P staff correctly distributes and takes care of the food provided by HUSD Food Services. The nutritious snacks/dinners are provided by HUSD Food Services. After school snacks/dinners provide children with nutrition during after school care and enhance their learning abilities by contribution to their physical and mental well-being. Pizza (low fat cheese) is given to students on Wednesdays. Regular school day classes conclude at 1:30 PM on Wednesdays and extends the time students are in the after-school program. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive to learning. A reimbursable snack/dinner must contain full servings of any two of the following four food components: 1) Fluid milk; 2) Meat or meat alternate; 3) Fruit, vegetable, or 100% juice; and 4) Grain or bread product.

6—Diversity, Access, and Equity

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

- HUSD ELO-P Program creates a safe and adaptive environment which recognizes that culture, family and personal history is core to a student's identity formation.
- HUSD ELO-P Program provides students with opportunities to explore their identity within the context of their own culture and increase their openness and understanding toward all people.
- HUSD ELO-P Program cultivates an inclusive environment where all youth and families are welcome and respected.
- HUSD ELO-P students are encouraged to be their whole selves, honoring their culture, sense of self and life experiences.
- HUSD ELO-P Staff respond to students' unique interests, needs, and abilities.
- HUSD ELO-P student's cultures are recognized and understood.
- HUSD ELO-P will be accessible to all HUSD students, including students with disabilities. Special education staff will be available to accommodate the needs of students.
- HUSD invites parents and the community to be involved and participate in providing input in the ELO-P program.

7—Quality Staff

Staff Engagement

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

Staff recruitment is accomplished by use of the HUSD Human Resources job posting service, Ed-Join. ELO-P positions are posted through this online application process.

Staff retention is accomplished by an effective and timely evaluation process, ongoing staff development which includes in-service in the areas of classroom management, effective teaching strategies, enrichment delivery models, anti-bullying strategies, communication styles, and annual sexual harassment training. Staff development activities are developed by ongoing communication with program administration and Site Facilitators who determine areas of need jointly based on the identified needs of students, site observations, and input from instructional day staff.

Pay range is also part of the retenetion strategy. HUSD offeres a competitive pay range which allows for quality entry pay and opportunities for pay increases based on years of experience and field related trainings.

Work environment is conducive to staff retention. Facilities are coordinated closely with the regular school-day facility and the ELO-P staff. The ELO-P program is considered a continuation of the regular school-day, and work locations provide a familiar and welcoming place for both students and staff to be on a daily and ongoing basis. Materials are provided to encourage students and staff to attend and administer a well-staffed and supplied school. Staffing ratios are adhered at a 20:1, or 10:1 for TK/K, student to classroom staff ratio.

Volunteers from community and county agencies, parents and instructional day staff enhance the ELO-P program as guest speakers, tutors, and liaisons.

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)]).

Holtville Unified School District mandates that all instructional staff have 48 college/university units and have a high school graduation degree or equivalent. All ELO-P employees must meet the same education requirement.

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)]).

A professional development calendar is published annually and updated as needed to reflect the needs of staff. HUSD closes after the regular minimum day on the first day of classes, the last day before winter break, and the last day of classes for professional development for ELO-P staff. All staff are paid or provided time to attend professional development training.

8—Clear Vision, Mission, and Purpose

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

HUSD Mission:

HUSD Vision:

HUSD ELO-P goals are aligned to HUSD LCAP goals:
To increase the proficiency of all students in Math and English Language Arts (HUSD LCAP Goal 1).
To increase English and Math proficiency of English Language Learners (HUSD LCAP Goal 1).
To provide enrichment activities for all students (HUSD LCAP Goal 1).
To provide a safe environment that fosters healthy life choices (HUSD LCAP Goal 3).
To provide opportunities for youth voice and leadership (HUSD LCAP Goal 2).
To assist in the implementation of California Common Core Content Standards (HUSD LCAP Goal 1).

HUSD ELO-P Program Purpose:

HUSD Mission: Our mission is to create a safe academic environment, which ensures learning to the highest standards, instills responsibility, self-worth, respect, and a strong work ethic in all students.

HUSD Vision: Our vision is to have every student be a responsible citizen, an independent thinker, an effective communicator, and a life-long learner capable of success.

HUSD ELO-P goals are aligned with HUSD LCAP goals:

To increase the proficiency of all students in Math and English Language Arts (HUSD LCAP Goal 1).
To increase English and Math proficiency of English Language Learners (HUSD LCAP Goal 1).
To provide enrichment activities for all students (HUSD LCAP Goal 1).
To provide a safe environment that fosters healthy life choices (HUSD LCAP Goal 3).
To provide opportunities for youth voice and leadership (HUSD LCAP Goal 2).
To assist in the implementation of California Common Core Content Standards (HUSD LCAP Goal 1).

HUSD ELO-P Program Purpose:
The intent of the HUSD ELO-P Program is to provide safe and educationally enriching alternatives for students during non-school hours. The HUSD ELO-P Program is created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students

in grades TK - 6. One of the goals of the program is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. The HUSD ELO-P Program provides students with academic and enrichment activities and keeps students engaged. The program also provides a wide variety of benefits to participating students including: improved school attendance, English fluency, academic success, crime prevention, and social-emotional skill development

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.

ELOP program plans in California are created with significant input from students and families, primarily through LCAP surveys. These surveys are a mandated part of the Local Control and Accountability Plan process, ensuring that parents, students, and staff have a voice in shaping the program. They are asked about desired activities, program satisfaction, and necessary student supports, providing districts with crucial data to inform the ELOP's design. This engagement is ongoing; beyond the initial planning, districts use mechanisms like Parent Advisory Committees and direct communication to gather continuous feedback. This ensures the ELOP remains a dynamic program that meets the evolving needs of the community and is not just a static document.

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.

To create their Expanded Learning Opportunities Program (ELO-P) plans, Local Educational Agencies (LEAs) actively engage Community-Based Organizations (CBOs) and other partners. This collaboration involves bringing partners in early to co-design program offerings, ensuring the plan includes a wide array of high-quality, enriching activities like arts or STEM that an LEA may not be able to provide alone. In the implementation phase, these partners often serve as the direct program providers, using their own trained staff to deliver the curriculum. The ELO-P is not a standalone initiative; it's coordinated with other initiatives like the Community Schools model, where the program serves as the hub's expanded learning component. It is also integrated into Multi-Tiered Systems of Support (MTSS), providing universal support for all students while also offering targeted or intensive interventions as needed. This integrated approach ensures the program is comprehensive, complementary to the school day, and meets the whole child's academic, social, and emotional 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.

Program effectiveness will be monitored by ELO-P administrator, ELO-P staff, ELO-P participants, ELO-P parents and district administrators based on data collection, student surveys, parent surveys and feedback from regular school day teachers and administration.

Pursuant to EC8484(1)(2), formal data for semi-annual and annual reporting will include attendance in the ELO-P Program and instructional day, proficiency on any assessment or reporting requirement established by the CDE and identification of English Learner status. Data collection will also include ELPAC testing, the California Healthy Kids Survey, rates of homework completion, and instances of behavior incidents for monitoring on-program effectiveness.

Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

HUSD ELO-P Program staff will meet three times a year to review data and survey findings. First meeting will take place one week before the beginning of the regular school year. The second meeting will take place at the end of 1st semester. The third and final meeting will take place at end of 2nd semester, where planning for ELO-P Summer intersession will also take place. ELO-P administrator will give feedback obtained from site principal and school day teachers. It is the responsibility of ELO-P site coordinator to administer student and staff survey at least twice a year, end of 1st semester, and end of 2nd semester.

Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

The purpose of the three meetings is to set goals for our ELO-P program, our students, and our staff. CDE Expanded Learning Division has developed a Quality Improvement Tool template and users guide as a compliment to the Department's Guidance for Developing and Implementing a Quality Improvement Process. HUSD ELO-P Program will use this document as a resource to create and document site level continuous quality improvement (CQI) plans. The document is a resource for programs and sites to summarize assessment data and outline site level goals, objectives, and activities included in their site level CQI plan.

Quality Program Improvement Plan (Example) Program Site: Holtville Middle School
Aligning Quality Standard: Skill Building
Quality Program Improvement Goal #1: Provide meaningful and purposeful activities

that assist ELO-P students in building 21st century skills.

Objective 1:
Activities: Hour of Coding
Individual(s) Responsible: ELO-P staff
Date(s): Mon & Tues
Support/Technical Assistance Needed: Khan Academy/Coding Basics
HUSD ELO-P Program will be focusing on measuring ELO-P program success by looking at regular school day attendance, CAASPP results, and student surveys.

A description of the selected outcome measures will be provided. Selected outcome measures include:
CAASPP ELA & Math scores by grade level in grades 3 – 6.
STAR Math & Reading (grade equivalent) levels in grades 1 – 6.
STAR Early Literacy scores in Kindergarten.
Quarterly benchmarks in TK.

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.

Fiscal accounting and reporting requirements are accomplished by developing a fiscally prudent program budget. This budget is developed for the design, implementation and maintenance of the program. A fiscal technician meets regularly with program administrators to monitor and adjust the budget to meet program needs. HUSD utilizes the Escape Financial program to format and track expenditures, and the ELO-P funding is included in this process.

The HUSD ELO-P Program will track attendance on a regular basis. Attendance is collected on a daily basis using scanning software provided by CitySpan. CitySpan is powerful and user-friendly software that meets the service tracking needs of ELO-P Programs and program administrators. The software enables users to manage information with greater efficiency and to automatically generate required ELO-P attendance reports. CitySpan's software guides you through the process of registering students and tracking their participation in program activities. Users record key information on each participant including name, address, school, emergency contacts, demographics and EARLY RELEASE information on each student. Once registered, participants are enrolled in program activities and their attendance is tracked. Several tools support data collection, including pre-printed attendance forms and options that integrate wireless and PDA technologies.

Early release procedures are established at school sites, which accounts for all students needing to leave prior to the conclusion of the full program and parent signatures or releases are closely monitored and maintained by site level leads. CitySpan software does not allow for a student to be scanned out if their scanning out

time does not coincide with their Early Release Policy on file. The program plan is reviewed with site supervisors, school day Leadership team and site administrator on a semiannual basis to ensure progress and adjustments needed to meet plan goals. All collaborators and partners are invited to participate in this process.

Results of CAASPP testing, English Language Proficiency Assessment for California (ELPAC) scores, Benchmark assessment scores, and any assessment or reporting requirement established by the CDE are reviewed in the Fall of each year to inform any needed modifications in the school plan.

Budget

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

The budget for California's Expanded Learning Opportunities Program (ELO-P) is designed to be comprehensive and strategically aligned with state regulations, ensuring all costs are reasonable and necessary. A typical budget includes key categories such as Personnel Costs for program staff, Program Supplies and Materials for enrichment activities, Administrative Costs for management and training, and funding for Snacks/Meals. A crucial element is the inclusion of cost-share items, which are expenses shared with other initiatives, such as a Community Schools program or a Multi-Tiered Systems of Support (MTSS) framework. This cost-sharing approach maximizes efficiency by leveraging existing resources and promotes seamless integration across different student support services.

This budget is a direct reflection of the needs of students and families, as identified through the Local Control and Accountability Plan (LCAP) surveys and ongoing community engagement. If community input highlights a need for specific academic support or enrichment opportunities, the budget is adjusted to allocate more funds to personnel for tutors or to acquire specialized supplies. The strategic inclusion of cost-share items further demonstrates the LEA's commitment to meeting community needs by intentionally coordinating ELO-P funding with other initiatives, ensuring that financial resources are used to provide a cohesive and holistic support system for the whole child, from after-school care to health and wellness services.

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

A Local Educational Agency (LEA) ensures the proper implementation of the Expanded Learning Opportunities Program (ELO-P) requirements through a system of continuous quality improvement, comprehensive oversight, and strategic coordination. The LEA is ultimately responsible for the program's success, even when working with community partners

Oversight and Accountability

Governing Board Approval & Public Posting: The LEA's Governing Board must approve the ELO-P plan in a public meeting, and the final plan must be posted on the LEA's website. This ensures transparency and accountability to the community.
Regular Review and Revision: The program plan is treated as a "living document" that is regularly reviewed, and updated every three years. It's recommended that the LEA review the plan annually to ensure it continues to meet community needs, reflect changes in law, and incorporate feedback.
Compliance Monitoring and Audits: LEAs are subject to compliance monitoring and audits by the state to verify that they are meeting all program requirements. Auditors check for things like proper student-to-staff ratios (e.g., 10:1 for TK/K, 20:1 for grades 1-6), attendance tracking, and that all costs are reasonable and allowable.
Data Reporting: LEAs must submit data, often through systems like the California Longitudinal Pupil Achievement Data System (CALPADS), to report on program implementation and outcomes. This data is used to track program effectiveness and ensure equitable access.

Quality Assurance
Continuous Quality Improvement (CQI): The California Department of Education (CDE) has adopted the Quality Standards for Expanded Learning to guide programs in a cycle of CQI. LEAs use these standards to evaluate their programs and make intentional improvements. This includes gathering feedback from students, families, and staff through surveys and site visits.
Staffing and Training: The LEA ensures proper implementation by hiring qualified staff and providing them with ongoing professional development. This training covers not only instructional strategies but also crucial topics like child development, safety protocols, and behavior management.
Coordination with Partners: When working with Community-Based Organizations (CBOs), the LEA remains responsible for the oversight of these partners. This involves establishing clear agreements, regularly monitoring their performance, and ensuring their programs align with the overall ELO-P plan. This collaborative approach ensures a high-quality, comprehensive program that leverages the expertise of all partners.

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

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

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

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☒ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

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

HUSD currently has an ASES program, serving grades K-8 at Finley Elementary and Holtville Middle School. HUSD ASES is in Year 1 of its current program plan. ASES provides tutoring, healthy snacks, and engaging activities after school, until 6:00 PM every school day. Implementation of the HUSD ELO-P will expand these services to students in TK at Finley Elementary and to all students at Pine Elementary School. The ELO-P will also expand services to additional students in grades K-6 at Finley Elementary and Holtville Middle School.

Implementation of the HUSD ELO-P will model the current HUSD ASES plan in its curriculum, schedule, staff, and services. ELO-P will expand food services and provide dinner/snack meals to participants. The program will expand services to additional students by hiring additional staff and expanding facilities. The ELO-P will also seek collaboration with outside agencies, such as the Boys and Girls Club in Holtville.

During implementation, ELO-P funding will expand services to additional students. However, from the parents' perspective, services will be coordinated in collaboration with ASES. After implementation, services will be refined and merged to one ELO-P/ASES program.

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?

Staff recruitment is accomplished by use of the HUSD EdJoin account. ELO-P positions have been posted through this online application process. All staff hired by

HUSD must have at least a high school diploma or equivalent. All paraprofessional positions will meet the minimum requirement for college units. Positions for additional staff will continue to be flown as needed in the Fall. A 10:1 pupil-to-staff ratio will be maintained by hiring adequate staff members to keep the lower ratio.

Staff preparation is accomplished by effective and timely evaluation process, ongoing staff development which includes in-service in the areas of classroom management, effective teaching strategies, enrichment delivery models, anti-bullying strategies, communication styles, and annual sexual harassment training. Staff development activities are developed by ongoing communication with program administration and Site Facilitators who determine areas of need jointly based on the identified needs of students, site observations and input from instructional day staff. Professional development plans are established annually and updated as needed to reflect the needs of staff. All staff are compensated or provided time to attend professional development training.

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?

To ensure equitable access to the Expanded Learning Opportunities Program (ELO-P), our Local Educational Agency (LEA) will use a multi-faceted approach to communication and a streamlined enrollment process. We will use a variety of culturally and linguistically effective communication channels to reach all families. All program information, including flyers, emails, and the enrollment form, will be professionally translated into the primary languages spoken by our students and families (e.g., Spanish). We will employ parent liaisons and community outreach coordinators who speak these languages to provide direct, in-person communication and build trust. Information will also be disseminated through trusted community hubs, such as local libraries and community centers, as well as via our district's website, social media channels, and mass notification systems, all with linguistically appropriate messaging.

The enrollment process is designed to be accessible and straightforward. Enrollment forms will be distributed widely, available as physical copies at school offices and parent resource centers, and as downloadable, fillable documents on our district website in multiple languages. The signature process allows for flexibility: parents and guardians can either physically sign and return a paper form to the school or use a secure digital signature on an electronic version of the form submitted through a district portal. All completed forms, whether physical or digital, will be stored securely in a locked filing cabinet or on a password-protected district server with restricted access to protect the privacy of family data. To address a significant barrier to participation, transportation will be provided for all enrolled students. Bus routes will be established based on enrollment to ensure safe and efficient travel from school to home, with all transportation costs covered by ELO-P funds.

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.

The educational field trip to the Natural History Museum of Los Angeles County is designed to enrich our ELO-P's science and history curriculum, allowing students in grades 3-6 to apply classroom knowledge to real-world exhibits and develop critical thinking and cultural awareness. This trip will directly support learning by providing a hands-on experience with topics like paleontology and local history, fostering a deeper understanding that cannot be achieved through traditional classroom instruction alone.

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.

N/A. No fees will be collected.

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.**

TK/Kinder
Instructional Day: 8:00 AM - 2:20 PM (including 30 minute lunch)
Recess (Snack): 2:20 - 2:35 PM
Reading/Literacy: 2:35 - 3:05 PM
Math Club: 3:05 PM- 3:45 PM
Recess (w/ certificated staff supervision): 3:45 - 4:15 PM
Snack/Dinner: 4:15 - 4:30 PM
Technology Time: 4:30 - 5:00 PM
PE/Sports: 5:00 - 5:45 PM

1st - 5th Grades
Instructional Day: 8:00 AM - 2:30 PM (including 30 minute lunch)
Snack: 2:30 - 2:45 PM
Tutoring: 2:45 - 3:45 PM
Homework Center/ Clubs: 3:45 - 4:45 PM Snack/Dinner: 4:45 - 5:00 PM
Sports & Clubs: 5:00 - 6:00 PM

6th Grade
Instructional Day: 8:00 AM - 3:15 PM (including 30 minute lunch)
Tutoring 3:15 - 4:30 PM
Snack: 4:30 - 4:45 PM
Homework Center/Clubs: 4:45 - 6:00 PM

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.