

# Expanded Learning Opportunities Program Plan Guide

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.**

## **Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites**

**Local Educational Agency (LEA) Name:** Turlock Unified School District  
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**Contact Title:** Superintendent  
**Contact Phone:** 209-667-0632 x 2282

**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. Walter Brown Elementary
2. Crowell Elementary
3. Cunningham Elementary
4. Dennis Earl Elementary
5. Julien Elementary
6. Medeiros Elementary
7. Osborn Elementary
8. Wakefield Elementary
9. Walnut Elementary
10. Dutcher Middle School

**Governing Board Approval Date:**  
**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.

Turlock Unified School District (TUSD) Expanded Learning Opportunities Program (ELO-P) will be operated on all district elementary sites as well as the middle school, serving students in grades TK-6. TUSD operates safe and supportive school sites, each with a fenced campus and single point of entry. Student safety and well-being is the highest priority and efforts are ongoing to implement and update best practices in collaboration with Turlock public safety agencies. After school programs will adhere to established safety protocols. Parents/guardians will be required to sign out their students from the ELO-P program to ensure that the student is being released to the appropriate adult who is authorized through documentation in the student's school data file and program registration paperwork. Parents may sign a release to allow their student to walk home without having to sign them out. The release allows the student to leave the program. During winter months and daylight savings, students are permitted to leave early so they can arrive home safely and not in the dark. Safety protocols are maintained at every program site. Monthly fire drills rotate through various day(s) of the week and time(s) of day. Lockdown drills occur a minimum of twice per year, while earthquake drills occur as part of the Great American Shakeout in October and are intended to prepare staff and students to be prepared in the event a true emergency occurs. Information on the outcome of the drill is used to improve response time, ensure safety for all involved, and better educate the students about the importance of being prepared in the event of a manmade or natural disaster.

### 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.

A safe and supportive ELOP program on the school site has the ability for students to build upon their peer-to-peer relationships and enhance their social skills. Frequency and proximity for those who may have come from various backgrounds allow for increased familiarity, which, combined with engaging and enriching activities, helps to build a network of positivity and feelings of safety. All programs provide social emotional learning to promote social skills and help build relationships with adult role models. District staff and community partners offer extended opportunities for social emotional learning which contribute by teaching students how to prevent violence in their school and home life, provide safety tips, and give them a voice in youth empowerment.

Additional areas of focus include engaging students in social emotional learning through TUSD's Positive Behavior Intervention Support (PBIS), Restorative Practices, social emotional learning curriculum, and Toolbox Project, which provides strategies for skill development in communication, positive relationships, assertiveness, and problem-solving. Incorporating art with social emotional learning supports skill development in a safe and supportive environment. To ensure effective implementation of social emotional learning, training opportunities will be provided to program staff.

Examples: Character is Cool (Skillastics), posted PBIS posters, Positive Ticket Reward System/Student Store, and Thinking Mats, Active Supervision Strategies.

## **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.

TUSD ELO-P components are aligned to district initiatives, curriculum, Program Components, Quality Standards, and evidence-based practices. Students have access to Chromebooks and their Clever app and other purchased digital programs. Site Supervisors collaborate with their program staff to coordinate efforts by modeling lessons to ensure they have necessary training to support student learning and engagement. Innovative and engaging practices include reading buddies, project-based learning, and STEAM activities. To increase success in reading, various evidence-based practices have been implemented. Reading circles, jigsaws, and discussions to increase academic discourse promote all domains of literacy while engaging students in learning. Social emotional and academic learning activities combined with STEAM projects and homework support enhance academic achievement. Connections between program leaders and their classmates who they may not typically interact with during the school day are invaluable in enriching the lives of students.

Examples: Skillastics Kits (Physical Fitness, STEM, TAGG-ED -Literacy and Math, Be Fit 2 Learn, Halfpint, Street Racket), Storyworks (Scholastic News)

## **3—Skill Building**

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

Research findings indicate that students who participate in high-quality after school programming demonstrate improvement in specific skills, including self-efficacy and work habits, which are attributed to such participation. Gains are significantly greater among the student population identified as those in the unduplicated students count--English learners, foster youth, and students who qualify for free/reduced lunch. TUSD will provide opportunities for students to experience skill building through the ELO-P educational and literacy elements which will center on aligning the curriculum to the regular school day and using extension lessons to help the students master skills and concepts. Providing experiences beyond the classroom by allowing students to explore the world beyond the classroom will be an integral component, as well. Such enrichment allows students to experience real world activities that connect to the community through activities that are both engaging and educational. Enrichment components are generated through ideas from both students and staff with an academic focus that teaches a variety of concepts such as service learning, youth development, life skills, health and nutrition, and resiliency. All activities are age and grade-level appropriate. Staff incorporate social emotional learning, literacy, mathematics, science and social studies concepts into the activities. Additionally, staff incorporate STEAM-based (Science, Technology, Engineering, Arts, and Math) activities with a goal of building interest among all students through equitable practices.

Planned program activities are based on the school site as well as student and community needs for programming which address educational literacy and educational enrichment activities specific to their needs. Participating students have the opportunity to experience, learn, and benefit from the world around them. Students who attend the program also are more likely to boost academic performance, reduce risky behaviors, and promote both physical and mental health, allowing students to be in a safe and structured environment while parents are working. Aligned with research study findings, Expanded Learning Opportunity Program participants have potential to strengthen skills to develop positive behaviors and habits related to academic and social emotional success.

(Examples: Theme weeks-community, sports, Olympics)

#### **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.

A goal is to provide student voice and leadership development opportunities and is one of the components to the TUSD ELO-P. In alignment with practices implemented during the traditional school year, opportunities are available through staff identifying junior activity leaders as helpers to incorporate student leadership responsibilities within ELOP. For the youngest program participants, developmentally appropriate

approaches to eliciting input will be implemented, including drawing, journaling, and small group discussions. Through ELOP staff feedback, students gain a deeper understanding of their progress and can plan for future learning, making frequent adjustments along the way. This is especially true with project-based learning and design thinking. Students engage in numerous exploratory experiments, adjusting both the process and the product. Students can provide genuine and useful feedback to the programs which supports continuous improvement goals, including those related to participation. Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth. Students are encouraged to approach staff with anything that might impact their school life. Students and staff meet and discuss viewpoints, concerns and interests regularly, which empowers students to enact positive change in their communities.

## **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.

Expanded Learning Opportunity Program health choices and behaviors align to those included in the Turlock Unified School District wellness plan and include:

- Moderate to vigorous physical activity
- Nutrition education
- Social and Emotional Learning training

Following the district wellness plan, sites implement the practices and program activities to encourage healthy choices and behaviors. Sites encourage access to healthy foods and opportunities for physical activity in order to grow, learn, and thrive. Additionally, good health fosters student attendance and academic success.

Snacks provided through the program meet minimum California nutrition standards and costs are reimbursed through the United States Department of Agriculture (USDA) reimbursable meal program. Snack menus are developed by month and are displayed for student and parent information. Staff tracks the number of students who receive snacks daily and reports the information to TUSD Child Nutrition Department. Snacks served make positive contributions to the diet and health of youth with an emphasis on serving fruits and vegetables as the primary snack. Beverages must meet nutritional standards, as well.

Each site is required to have a physical activity component daily so students can get the regular exercise needed. Programs have access to health and wellness curriculum that not only teach movement skills, but healthy eating habits and food choices. These programs are developed for all grade levels with activities for younger

grades focusing on motor skills, while older grades can enhance and improve their sport skills. Activities and games are developmentally appropriate and encourage regular physical engagement as part of a healthy lifestyle. Not only do students participate daily, but all site staff are required to engage, as well. Modeling active physical engagement serves as a motivator for ELO-P students.

Ex: Our Skillastics program offers a physical education and academic component and Professional Development will be provided to the site supervisors and activity leaders.

## **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.

Equity and access in a supportive and inclusive environment are a top priority of the Turlock Unified School District Expanded Learning Opportunities Program. Program staff will be mindful of any potential barriers for student success and maintain open communication with families and school staff to ensure any concerns are addressed. Understanding the highly diverse community of the Turlock community and school district is essential to valuing individual differences and celebrating our many cultures.

Program staff develop positive relationships with families to gain greater understanding of any challenges they may face and specific needs of students. Since Turlock Unified School District supports students with disabilities across all school sites, providing accommodations is an integral practice at all schools. For those students with disabilities participating in Extended Learning Opportunities, open communication with families, site personnel, and special education staff will be essential to determine appropriate accommodations. Development of social skills supports best practices in diversity, access, and equity and activities are planned which promote friendships and allow students to assist others in the activities.

A goal is to celebrate cultural recognition days and explore cultural differences through discussion and literature. Staff is familiar with and uses the Quality Standards. Additionally, positive affirmations regarding the diverse population represented in classrooms are shared and/or posted. Students and families are encouraged to participate in cultural events which encourage parent engagement. Finally, program staff are typically community members and represent the various cultures and languages of Turlock which also supports positive relationships between students, staff, and families.

Program staff work closely with Site Supervisors, Board Certified Behavior Analyst (BCBA), and Special Education teachers and parents to understand the learning disabilities of any students in the program, and collaboratively develop a plan for success. School and District staff collaborate regularly with program staff to ensure support is provided for students with special needs.

To meet the needs of English Learners, bilingual staff members support student language needs and facilitate communication with parents. Although Spanish is the predominant second language in Turlock schools, students and families also speak a variety of other languages, including Assyrian, Farsi, Punjabi, Arabic, and Dari, among others. Program staff work with sites to ensure effective communication with students and families.

Examples: BCBA, Special Education teachers, severe paraprofessionals, site technicians, LVNs, health technicians

## **7—Quality Staff**

### **Staff Engagement**

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

Turlock Unified School District will follow Expanded Learning Opportunities Program requirements and adopt policies and procedures for recruitment and hiring of staff. Staff who directly supervise students will meet the following minimum requirements:

1. Fingerprint clearance, pre employment clearances such as TB, drug screen, and push/pull lift test
2. Completed mandated reporter and other annual trainings

Candidates should have knowledge of:

- Strategies for designing and delivering enrichment programs, such as arts, STEM, and physical education.
- Age-appropriate instructional techniques and behavior management strategies.
- Social-emotional learning frameworks and practices.
- Principles of child development and learning styles.
- Basic academic subject matter competency and tutoring strategies.
- Techniques for fostering diversity, equity, and inclusion in program activities.
- Procedures for maintaining safety and responding to emergencies.

Program staff have opportunities for training and professional development through multiple providers, including Turlock Unified School District Educational Services, San Joaquin and Stanislaus County Offices of Education, instructional coaches, and site-based training to build program capacity in meeting student needs.

The recruitment process includes new staff orientation, training on program

procedures and handbook, student check in/out attendance procedures, and snack guidelines.

Ex. District Professional Development Day, job descriptions

### **Minimum Staff Qualifications**

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Our program utilizes activity leaders whose qualifications were listed in the previous section. ELOP does not currently utilize instructional aides.

The health and safety screening process is managed by Human Resources. New employees must be finger printed and pass a TB test. They must also complete required district Keenan Trainings (e.g., Mandated Reporting, Bloodborne Pathogens)

The district adheres to the regulatory requirement for ratios of no more than 1:10 for TK/K and 1:20 for students in grades 1-6.

### **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)]).

Site supervisors have regular monthly meetings. Agendas include standing items but also include specific topics requested by staff. Other staff development may include the following: orientation, Professional Development days, opportunities for training provided by SCOE, SJCOE, or our BCBA.

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

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

The Expanded Learning Opportunities Program has embraced the District's Vision and Mission statement. Turlock Unified School District will deliver effective instruction in a safe, equitable, supportive environment in partnership with our families and diverse community. The Quality Standards for ELOP drive the programming by setting clear expectations for programming and student outcomes.

The Purpose of the program is to meet the needs of Turlock community students and

families through enhanced services that expand learning opportunities and promote social emotional well-being.

Throughout the implementation of the Expanded Learning Opportunities Program, Turlock Unified and educational partners will monitor progress and review the mission, vision, and purpose with updates made as needs and program focus changes.

## **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.

Engaging students in expanded learning outside of the instructional day will require coordinated and specific efforts from program management and staff. To ensure that students are maximizing the time available to them, unique experiences and approaches will be required that support grade-level learning through innovation and a broad range of options which will include hands-on STEM activities, creative expression, and physical engagement. Additionally, support from the community will enhance but not replicate the instructional day with presentations, activities, and study trips.

A collaborative-based approach to the development and implementation of programs is used, building upon available resources (e.g., school staff, parent and community volunteers, public agencies, and businesses). This approach respects the strengths of parents, youth, and collaborative service partners as key educational partners in the Expanded Learning Opportunities Program. Utilizing surveys to gather information from parents, teachers, and students will elicit input regarding program planning and opportunities.

Turlock Unified has partners that participate and provide support to school sites and programs, including enrichment and after school offerings. Partners may include local Turlock businesses and non-profits, Public Safety, Carnegie Center for the Arts, Turlock Library, and the TUSD Farm. Additionally, Gallo Center for the Arts and Modesto Symphony offer "after school only" performances. Many organizations support student enrichment opportunities through reduced ticket prices and free transportation.

Increasing partnerships with local businesses will be a continuous goal of the Expanded Learning Opportunities Program as a means of integrating local job sectors into the enrichment component. A continued effort to explore Career and Technical Education (CTE) to inform students of high demand career opportunities available in Turlock and the surrounding region has the potential to establish early education and career goals to keep students engaged locally with college and career.

Examples: Parent bulletin board, parents are informed through our District's website

## **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.

ELOP is not currently in partnership with Community Based Organizations or other Non-LEA partners.

## **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.

School and community needs will be identified through review and analysis of information and data sets from various sources, including community needs assessments, state testing results, and the California After School Network's ongoing self assessment. Continuous Quality Improvement cycle and timeline consist of:

1. Assessing the quality of the program by collecting data through various methods, such as interviews, surveys, self-assessment, and observations from program participants, staff, parents, and key stakeholders.
2. Reviewing and assessing the data to develop an action plan for program improvement and professional development for staff.
3. Implementing the plan while reflecting on progress in order to improve program quality.

## **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.

ELOP aligns and adheres to District's policies and procedures.

Examples: Community Pass (registration, enrollment, messages, and attendance). TUSD's Learning Behavior Matrix, Accident/Injury Report, Aeries student information

## 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 district is funded at an ELO-P Rate 1 because the State lowered the percentage of high-need students a district needs to serve (UPP) from 75% to 55%.

ELOP Expenditures	Budget
Certificated Salaries	\$146,044
Classified Salaries	\$4,259,897
Employee Benefits	\$2,052,257
Books and Supplies	\$168,040
Services and Other Operations	\$62,803
Other Outgoing/Indirect Costs	\$280,271
Total Expenditures	\$6,969,312

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

The Director of English Learners, Assessment, and Special Programs and ELOP Coordinator are responsible for:

- implementing and evaluating of ELOP and for maintaining regulatory compliance,
- providing fiscal support, reviews, and authorizes expenditures in-line with Program and district policies,
- conducting site visits at least once per month to observe program activities and to connect with staff, and
- meeting with site supervisors monthly to discuss standing items, monitor program compliance, assess progress on action plans, and get budget updates.

Every site has a site supervisor who oversees and is responsible for the management of the program.

The district uses CommunityPass, an afterschool management system. The platform supports registration, enrollment, and messages along with providing real-time

attendance. Check in and check out is also done on this platform. CommunityPass maintains all student data and contact information. Various reports are able to be done using CommunityPass.

<sup>1</sup> (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)

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

<sup>3</sup> (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.

Turlock Unified School District does not currently participate in the Project SAFE Consortium which operates After School Education and Safety (ASES).

### 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?

Implementation of the Expanded Learning Opportunities Program for TK/K students will focus on required staffing ratios, developmentally appropriate learning activities, and professional development for staff. To maintain the lower student-to-staff ratio, Turlock Unified School District will work to provide additional staffing. Considering all resources, including current staff, program administration will work proactively to attract and retain staff.

#### Regular School Day AM TK/K

7:50 AM – 11:14 AM Sample Full Instructional School Day

Monday, Tuesday, Thursday, Friday

11:15 AM – 11:35 AM AM TK/K Lunch

11:35 AM – 2:39 PM Expanded Learning PM TK/K Program

Check In

- Sign-in & Wellness Check
- Homework Help/Transition Time
- Social Emotional Learning
- Health & Fitness Activities
- Literacy & Enrichment Activities
- Snacks

2:39 PM – 3:00 PM Expanded Learning Program Check In

- Sign-in & Wellness Check
- Snacks

3:00 PM – 4:00 PM Educational and Literacy

- Homework Assistance
- Intervention Support & Digital Resources

4:00 PM – 5:00 PM Educational Enrichment

- Organized Physical Fitness and Sports Activities
- Social Emotional Learning
- STEAM Project-Based Learning

5:00 PM – 6:00 PM Enrichment Activities

- Arts & Crafts
- Indoor & Outdoor Games

### **Regular School Day PM TK/K**

7:50 AM – 10:54 AM Expanded Learning AM TK/K Program

Check In

- Sign-in & Wellness Check
- Homework Help/Transition Time

- Social Emotional Learning
- Health & Fitness Activities
- Literacy & Enrichment Activities
- Snacks

10:54 AM – 11:14 AM PM TK/K Lunch

11:15 AM – 2:39 PM Sample Full Instructional School Day

Monday, Tuesday, Thursday, Friday

2:39 PM – 3:00 PM Expanded Learning Program Check In

- Sign-in & Wellness Check
- Snacks
- Homework Help/Transition Time

3:00 PM – 4:00 PM Educational and Literacy

- Homework Assistance
- Intervention Support & Digital Resources

4:00 PM – 5:00 PM Educational Enrichment

- Organized Physical Fitness and Sport Activities
- Social Emotional Learning
- STEAM Project-Based Learning

5:00 PM – 6:00 PM Enrichment Activities

- Arts & Crafts

The site supervisors and activity leads work together to identify appropriate activities and curriculum that can be offered as part of the extension of the school day.

Ideal candidates will have experience and/or education in early childhood development. To better support students, professional development in early childhood, early literacy, and classroom management may be available.

## 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?

Flyers will be created in English and Spanish and will be posted on our district's website and on Parent Square. The program staff is as diverse as the students they support.

The district uses CommunityPass to electronically manage after school and summer program registration, enrollment, and attendance. Families complete an online registration form and sign electronically. Enrollment notifications are emailed to parents. The registration forms with the parent's electronic signature are maintained in CommunityPass.

Transportation is not provided as the Program is offered at all of our sites.

## 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.

Our goal is to provide field trips that meet the above listed guidelines and may include trips to the Turlock Unified School District Farm. Field trips must have educational significance and costs must be reasonable. District buses will be used for all field trips and all district field trip policies and procedures will be followed.

## 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.

Fees are not collected for ELOP.
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## 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 Expanded Learning Opportunities Program Schedule

Schedule	Activities
2:39	Start time/Check in
2:45	Snack
3:00	Homework/Literacy
3:30	Outdoor, organized play
4:00	Art/music/STEM
5:00	Arts and crafts/free choice
5:45	Clean up
6:00	Dismissal

## Sample Expanded Opportunities Program Schedule (Summer)

Schedule	Activities
8:00	Start time/check in/breakfast/outside activities
9:00	Academic enrichment
10:00	Outside activities
11:00	SEL
12:00	Lunch/recess
1:00	Music and movement
1:30	Enrichment
2:30	Snack
3:00	Literacy
3:30	Enrichment stations
5:00	Check out/Dismissal

## 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.