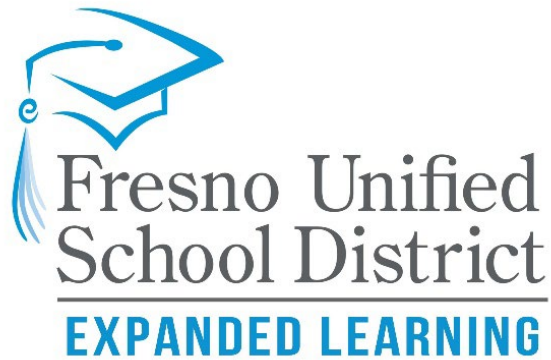


**Expanded Learning Opportunities
Program Plan**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

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May 13, 2026

The Expanded Learning Opportunities Program Plan Template Guide is provided as required by California *Education Code (EC)* Section 46120(b)(2)

Expanded Learning Opportunities Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Sites

Local Educational Agency (LEA) Name: Fresno Unified School District

Contact Name: Mao Misty Her

Contact Email: Misty.Her@fresnounified.org

Contact Title: Superintendent

Contact Phone: 559-457-3547

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

Elementary Schools
1. Addams Elementary
2. Akira Yokomi Elementary
3. Ann B. Leavenworth Elementary
4. Ayer Elementary
5. Aynesworth Elementary
6. Birney Elementary
7. Bullard Talent
8. Burroughs Elementary
9. Calwa Elementary
10. Centennial Elementary
11. Columbia Elementary
12. David L. Greenberg Elementary
13. Deborah A. Williams Elementary
14. Del Mar Elementary
15. Easterby Elementary
16. Eaton Elementary
17. Edith B. Storey Elementary
18. Ericson Elementary
19. Ewing Elementary
20. Ezekiel Balderas Elementary
21. Figarden Elementary
22. Fremont Elementary

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23. Gibson Elementary
24. H. Roger Tatarian Elementary
25. Hamilton Elementary
26. Heaton Elementary
27. Holland Elementary
28. Homan Elementary
29. Irwin O. Addicott Elementary
30. Jackson Elementary
31. Jefferson Elementary
32. Juan Felipe Herrera Elementary
33. King Elementary
34. Kirk Elementary
35. Kratt Elementary
36. Lane Elementary
37. Lawless Elementary
38. Lincoln Elementary
39. Lowell Elementary
40. Malloch Elementary
41. Manchester Gate
42. Mario G. Olmos Elementary
43. Mayfair Elementary
44. McCardle Elementary
45. Miguel Hidalgo Elementary
46. Mollie S. Bakman Elementary
47. Muir Elementary
48. Norseman Elementary
49. Phoenix Elementary Academy Community Day
50. Powers-Ginsburg Elementary
51. Pyle Elementary
52. Robinson Elementary
53. Roeding Elementary
54. Rowell Elementary
55. Slater Elementary
56. Starr Elementary
57. Sunset Elementary
58. Susan B. Anthony Elementary
59. Thomas Elementary
60. Turner Elementary
61. Vang Pao Elementary

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62. Viking Elementary
63. Vinland Elementary
64. Wawona K-8
65. Webster Elementary
66. Wilson Elementary
67. Winchell Elementary
68. Wishon Elementary
69. Wolters Elementary
Middle Schools
1. Ahwahnee Middle
2. Baird Middle
3. Cooper Middle
4. Edison Computech Middle
5. Elizabeth Terronez Middle
6. Fort Miller Middle
7. Kings Canyon Middle
8. Rutherford B. Gaston Sr. Middle
9. Scandinavian Middle
10. Sequoia Middle
11. Tehipite Middle
12. Tenaya Middle
13. Tioga Middle
14. Yosemite Middle
High Schools and Alternative Education Sites
1. Bullard High
2. Design Science Middle College High
3. Dewolf Continuation High
4. Edison High
5. Erma Duncan Polytechnical High
6. Farber Educational Campus
7. Florence E. Rata
8. Fresno High
9. Fulton High
10. Herbert Hoover High
11. McLane High
12. Phillip J Patino School of Entrepreneurship High
13. Phoenix Secondary
14. Roosevelt High
15. Sunnyside High

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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.

All Fresno Unified School District (FUSD) Expanded Learning Opportunities Program (ELO-P) safety procedures align with regular school day comprehensive safety plans. Access to support within the program remains fair and equitable in accordance with district standards.

- Program leads and staff work directly with site administration to plan and execute safety drills during ELO-P hours.
- Staff are trained to follow policies and procedures in alignment with the regular school day regarding all safety plans for fire, earthquake, lockdowns and active assailant.

Fresno Unified maintains a core belief that a safe learning and working environment is crucial to student learning. The Safe School Leadership Team (SSLT) at each campus in partnership with the Fresno Unified Safety Office maintains a Comprehensive Safe School Plan (CSSP) and coordinates safety trainings, drills, and procedures. The team typically includes the principal, vice principal, plant coordinator, office manager, and other school staff. These school safety procedures apply to all ELO-P program activities and staff operations as they do during the instructional day. Campus evacuation maps and threat procedures are easily visible in all rooms and school buildings. Lock-down and fire drills are conducted a minimum of three times per year at each school. At least one lock-down and fire drill is conducted during ELO-P program hours. Fresno Unified also maintains a Rapid Alert emergency text notification system that sends a text message to the cell phone of parents or guardians in the event a safety issue or incident occurs on or near school sites.

Expanded Learning will attempt to host its majority of ELO-P offerings on site. For any off-site opportunities, transportation to and from these activities will be provided.

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 promotes an emotionally safe and supportive environment by incorporating social-emotional learning (SEL) practices into daily activities, such as team-building activities and reflective discussions. Staff members are trained to recognize and respond to students' emotional needs, creating an atmosphere where students feel valued and

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respected. Additionally, the program emphasizes building rapport among students and staff to promote a strong sense of community and connectedness.

2—Active and Engaged Learning

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

The Fresno Unified School District Expanded Learning Opportunities Program (ELO-P) is designed to provide all students with access to engaging learning opportunities that aim to target their interests along with academic, physical, and social and emotional (SEL) needs. Fresno Unified Expanded Learning Department collaborates with school administration, Instructional Division departments, and instructional staff regarding ways to align the after school enrichment and intersession goals with district goals and standards while also providing students with opportunities that do not currently exist in their regular day classroom instructions. Discussions and plans are inclusive of considering current student assessment achievement scores, academic needs and providing resources and programs that help accelerate these students to being on grade level, along with providing community-based organization camp opportunities that peak students' interests. Individual program leaders and staff are consulted in review of data including but not limited to academic performance, student behavioral needs, Individualized Education Program (IEP), 504 Plan, and English Language Proficiency Assessments for [California \(ELPAC\)](#), in order to ensure that the needs of all student subgroups are being addressed and met.

Enrichment opportunities are offered at each site.

- Academic support is differentiated to meet student learning needs.
- Efforts to provide individualized academic and/or behavior support that students receive during the regular school day is extended into the After School Program, Summer Program, and Enrichment Camps to promote continuity of services and supports.
- Communication regarding student progress and continued support for improvement with student achievement in academics is facilitated through contact with the regular day school staff, teachers, site administration, instructional aides, and parents.
- Enrichment activities will provide stimulating opportunities and experiences.
- A variety of enrichment choices are offered after school throughout the school year and during Summer Program, Summer Camp, and Winter Camp.

3—Skill Building

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

ELO-P enrichment activities will be available to all students after school and intersession to provide opportunities to bring adventurous learning focused on themes such as (but not limited to): college and career, creative arts, STEM/STEAM, and sports and fitness. Students will acquire skills in their area of interest, regardless of experience level, with support from district leaders, district staff, and community partners.

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.

Student voice and leadership are vital to the enrichment opportunities offered on-site with district staff and off-site with local community-based organizations. Students are provided with the opportunity to participate in a variety of enrichment experiences. Students are encouraged to build their capacity as leaders and take ownership in their learning and thinking regardless of program theme: academic, arts, sports, and career education. In order to evaluate program goals and areas of need for program improvement, each site has an implementation team that may include but is not limited to the School Principal and/or Vice Principal, Academic Support Coach, Teacher, Expanded Learning staff, and representatives from Community Partner Organizations.

Student demographic data and academic data, if applicable, is shared with enrichment staff in after school and intersession along with our community partners to inform and guide the program practices, decisions, and planning. The program design includes clearly defined processes to ensure that program review and refinement is continuous, based on outcomes and student interests, and their needs reflected through student data. The program uses data to determine the measured success of program goals and objectives, overall program effectiveness, and improvement in student achievement.

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.

Fresno Unified provides up to two free and nutritious snacks to all students in enrichment camps offered during after school and intersession. Guidelines set forth by the California Department Education and Nutrition Policy Unit are used by district food services. Sample menus along with nutritional value are placed in program files for review.

The Fresno Unified's wellness plan and board policies recognize the link between student

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health and learning and encourage a comprehensive after school program promoting healthy eating and physical activity for all students. Policies direct the district to build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, behavioral and counseling services, health promotion by staff, a safe and healthy school environment, and parent/guardian and community involvement. The district Wellness Committee consists of a group of representatives from the district and community, and includes parents, students, administrators, teachers, health professionals, food and nutrition specialists, community members and the University of California CalFresh Nutrition Education Program. The district's nutrition education and physical education programs are based on research, consistent with the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Healthy practices will include student wellness, fitness, and nutrition activities in the after school program.

The Fresno Unified ELO-P will implement and sustain healthy practices and program activities that align to the district wellness plan and policies. The program offers health, nutrition, and wellness learning and physical fitness activities that serve a variety of student and staff interests.

Staff, students, families and community partners will collaborate on promoting a healthy culture and environment on campus through after school program communications, displays and events.

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.

All students are provided access to participate in enrichment activities following the Unduplicated Pupils Percentage (UPP) criteria of the ELO-P. Expanded Learning programs are designed to create an environment in which students experience values that embrace diversity and equity in program offerings. All students with disabilities are provided the support needed to fully participate and engage in learning. Opportunities and experiences are planned to reflect diverse cultures, languages, and backgrounds of the student population. Fresno Unified's Expanded Learning partners with community organizations to bring diverse experiences and resources into the ELO-P. Programs are free or low-cost to help reduce financial barriers for families. Transportation, meals, and materials are provided so that students from all socio-economic backgrounds can participate.

7—Quality Staff

Staff Engagement:

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

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Fresno Unified's ELO-P creates opportunities for students to engage with quality staff by recruiting, training, and supporting staff who can providing meaningful learning and experiences outside of the regular school day. The hiring of staff includes, but not limited to, credentialed instructors and district and community-based paraprofessionals and educators. ELO-P partners with community organizations to bring specialized knowledge and real-world experiences. These partnerships allow students the opportunity to interact with professionals to help broaden their learning opportunities. Regular professional development sessions are provided to staff to enhance their expertise and ensure they can deliver engaging, inclusive, and impactful programming. Additionally, the program prioritizes small group interactions to foster meaningful connections between students and staff.

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)]).

Qualifications:

Fresno Unified and collaborative partners concur that the minimum requirements for a highly qualified instructional aide in the after school program are:

- Any combination equivalent to: graduation from high school and hold 48 college units or NCLB compliant equivalent.

Fingerprinting:

- In compliance with AB346, all non-certificated after school employees are required to have a criminal background check with both the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI).
- As part of AB346, employees are also advised to consider obtaining an Activity Supervisor Clearance Certificate (ASCC), issued through the Commission on Teacher Credentialing (CTC).

Staff Development:

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students.

LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non-school days. (See [EC Section 46120(b)(8)]).

Fresno Unified School District is committed to providing ongoing professional development to ensure Expanded Learning Opportunities Program (ELO-P), After School Education and Safety (ASES), and other expanded learning staff have the knowledge, skills, and resources necessary to provide high-quality, engaging programming that

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supports students' academic and social-emotional needs. Staff development is designed to ensure that programming aligns with district priorities, CDE guidance, and best practices in expanded learning.

Kickoff Trainings

Prior to the start of each school year and before each intersession session, all participating program staff will receive pre-service training that prepares staff to effectively support students. Topics may include but are not limited to:

- General program goals and expectations
- Compliance requirements for ELO-P, ASES, and 21st Century Community Learning Centers programs
- Classroom and behavior management strategies appropriate for expanded learning settings (ex. CHAMPS, SEL)
- Health, safety, and emergency procedures including mandated reporter training, incident reporting, and student supervision protocols
- Attendance procedures, program documentation, and data reporting requirements

Ongoing Professional Development

Throughout the school year, the District provides continuous learning opportunities to support staff growth and program quality. Professional development may include:

- Monthly or bi-monthly site coordinator meetings and staff trainings to share best practices and review program data to support continuous improvement
- Training aligned with district instructional priorities and initiatives
- Professional learning communities and collaboration among site leaders (Ex. Regional Break Out Sessions)
- Coaching and technical assistance from district Expanded Learning administrators

Compliance and Safety Training

All staff are required to complete district-mandated trainings to ensure student safety and compliance with state and district policies. These trainings may include:

- Mandated reporter training
- CPR/First Aid certification (as applicable)
- Emergency response procedures
- Student supervision and safety protocols
- District equity, diversity, and inclusion training

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Staff Development Days

In alignment with California Education Code Section 46120(b)(8), the District may close expanded learning programs for up to three days per year to provide comprehensive staff development opportunities. These trainings may occur during instructional days or non-school days and allow staff to participate in extended professional learning focused on program quality, student engagement strategies, and continuous improvement of expanded learning services.

Continuous Improvement

The District utilizes staff feedback, program observations, student outcome data, and family input to inform ongoing professional development priorities. This continuous improvement process ensures staff are equipped with the competencies necessary to provide meaningful opportunities for participating students.

Recruitment:

Staff are recruited on an ongoing basis through the Fresno Unified Human Resource web site. Staffing sources include:

- Local Institutes of Higher Education
- Service Organizations
- Internal job postings

Staffing Ratios:

The ELO-P programs will maintain a student-to-staff ratio of 10:1 for students in grades TK-K and a ratio of 20:1 for students in grades 1 and above.

Ongoing Professional Learning:

Continuous professional learning, including comprehensive onboarding, ensures staff are trained on program goals, processes, and best practices. Regular team meetings and feedback sessions throughout the year promote collaboration, address challenges, and support staff growth to maintain high-quality student engagement.

8—Clear Vision, Mission, and Purpose

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

Vision: *To enrich students' experiences by providing diverse, culturally and quality programs that occurs outside of the regular school day not limited to the After School Program, Winter Intersession and Summer Intersession that supports academic, social and emotional learning (SEL), and enrichment activities based on students' voice and choice and input from and in collaboration with community-based organizations, district staff, parents, and the community.*

Mission: *To provide high quality expanded learning opportunities that occurs outside of the regular school day.*

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Purpose: *To offer district-wide expanded learning opportunities in collaboration with local community-based organizations partners in the greater Fresno County area by working together to provide a wide-array of programs in the After School Programs, Winter Intersession, and Summer Intersession. Through these programs, over 70,000 students will have access to free high quality expanded learning programs.*

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.

Fresno Unified School District engages students and families in the development of the ELO-P plan through a variety of input opportunities, such as surveys, meetings, and feedback sessions that help inform program design and priorities. Throughout the year, ongoing engagement may include regular communication, site-based input, and opportunities to provide feedback on program quality and student experiences. Fresno Unified may adjust engagement strategies as needed to reflect participation levels, student/family/community needs, and available resources.

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

A variety of community-based organizations (CBO) contribute to the collaborative partnerships of Fresno Unified's ELO-P. Collaborative partners meet with Expanded Learning staff to review, plan, and update the ELO-P program plan and work closely with program staff on refining program implementations. Collaborations may involve review of data and areas of improvement. Such collaborations will also be supported through job embedded professional learning opportunities to address critical areas identified for improvements. Fresno Unified prioritizes collaborative partnerships that are culturally and linguistically appropriate. CBO and families receive post-participation surveys to engage in continuous quality improvement and program implementation. Expanded Learning is a pillar of Community Schools; services provided remain in alignment with Community Schools, which are essential to schools' capacity to support students' academic growth, as well as to help them develop socially, emotionally, and physically.

Expanded Learning plays a crucial role within a Multi-Tiered System of Support (MTSS), especially in offering extra, targeted assistance to students outside of regular school hours. It addresses their academic, social, and emotional needs through enrichment programs and activities, effectively serving as a "Tier 2" or "Tier 3" intervention for students who need more intensive support.

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10—Continuous Quality Improvement

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

The evaluation process is aligned with the California Department of Education's After School Division and the California Afterschool Network and encompasses the 12 Quality Standards for Expanded Learning Programs (see below). These (12) standards include Point-of-Service and Programmatic Quality Standards. The process to review standards includes having program staff and site administration provide feedback on the standards they feel should be the focus for improvement of the year. Members of CBOs are also included in this process. Collectively, the 12 Quality Standards are adopted as the focus for the academic year in the Continuous Cycle of Quality Improvement (CQI).

As part of our program plan, we will measure student social, behavioral, and skill development using a combination of validated tools, including surveys, observation checklists, and behavior tracking systems at the sites. Key areas assessed include social skills, self-management, conflict resolution, and school connectedness. Data will be collected through any of the following: pre- and post-assessments, behavioral tracking documents, and qualitative feedback from students and staff. Outcomes will inform targeted interventions, ensuring continuous quality improvement and alignment with students' needs.

11—Program Management

Policies and Procedures:

This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Fresno Unified School District maintains general program policies and procedures to support the effective operation of the ELO-P, including a uniform districtwide enrollment/registration process and attendance tracking practices. Program policies prioritize unduplicated students for access to ELO-P programs, consistent with applicable requirements and local priorities. Records for enrollment and daily attendance are maintained in district-approved systems to support program oversight, including monitoring staff-to-student ratios of approximately 1:10 for TK/Kindergarten and 1:20 for grades 1 and above. Policies and procedures are periodically reviewed and may be revised to reflect evolving site, program, and student needs.

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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. How does this budget reflect the needs of students and families within the community?

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

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

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

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

The Fresno Unified ELO-P strives to support our students in becoming Career Ready Graduates by providing academic and enrichment opportunities outside of the traditional school day. To accomplish this mission, Fresno Unified ELO-P involve all schools, students, families, community, and community-based organizations in developing programs that:

- Provide opportunities for students to develop 21st Century skills.
- Support student academic achievement in literacy, math proficiency, and English Learner redesignation.
- Provide exposure to a wide variety of enrichment experiences related to fitness and nutrition, science, technology, and the arts.
- Build character and leadership skills.
- Provide a safe environment.
- Increase motivation and connection to school.

The program creates and annually updates manuals to address fiscal management, personnel policies, and program operation. Clearly defined policies, procedures, practices, and staff/partner roles allow the programs to adhere to federal, state, and local requirements. Each program has a clear organizational structure that includes staff job descriptions, lines of supervision, how to access resources, and program budgets. Funding relates to the program vision, mission, and goals for each school guided by the California Quality Standards for Expanded Learning and applies resources to build a program that is student-centered, results driven, includes community partners, and compliments learning activities in the regular school day. Community partnerships are established to support high quality after school programs based on input and assessment.

As the Local Educational Agency (LEA), Fresno Unified is required to ensure all costs

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charged to its programs, such as After School Program, Winter Intersession and Summer Intersession are reasonable, necessary and allowable for the Expanded Learning Opportunities Program.

All procurement requests are reviewed by the Fresno Unified Expanded Learning Department for compliance and approval before a requisition is submitted to Fresno Unified Purchasing Department for a Purchase Order.

- Prior to receiving a Purchase Order, all procurement requests that have a subtotal of \$5,000 or more require an additional review for approval by the district's Purchasing Exceptions Committee.
- Procurements \$50,000 or more require additional solicitation and further review.

All Expanded Learning Independent Service Contract Agreements where a service will be provided to students require that each contractor has gone through the Formal Procurement process, Request for Qualifications, have been prequalified into a pool of eligible contractors, and is board approved.

- Procurements of \$50,000 or more require additional solicitation and further review.

Once all approvals required are obtained, a Purchase Order is generated.

Cost Share Form

A Cost Share Form must be completed and kept on record to document the share of cost between a school site and Expanded Learning Department for equipment purchases that are utilized by both the regular day district program and the Expanded Learning Programs, if applicable.

Fresno Unified ELOP Budget

In committing to maintaining synchronous programming opportunities for students, Expanded Learning will allocate no less than 85 percent of the total school site apportionment towards direct services; including but not limited to academic support, enrichment activities, and recreational activities. Subsequently, no more than 15 percent will be allocated towards indirect services, including district indirect costs. Maintaining an 85/15 direct service versus administrative cost ratio guarantees that the budget reflects the needs of our students and communities by maximizing opportunities for students and making sure that students are the beneficiaries of ELO-P services.

Ensuring fiscal responsibility of 85/15 falls upon Expanded Learning in appropriately budgeting and communicating 85/15 as a general rule for each dollar spent, including those spent through our service providers.

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Attendance Recovery

Fresno Unified School District may, at its discretion, utilize Expanded Learning Opportunities Program (ELO-P) funds to support student attendance recovery opportunities consistent with applicable laws, regulations, and guidance, including California Education Code Section 46211. Any such use will occur only to the extent that it remains consistent with ELO-P program requirements and funding conditions established by the California Department of Education. Fresno Unified School District retains full discretion to determine whether and how ELO-P resources may be used for this purpose.

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.

The ELO-P funding will be used to enhance all ASES programs within Fresno Unified School District. Sites that don't have an ASES program will be funded through ELO-P to have an after school program; such sites will be required to follow the stringent ASES program requirements.

ELO-P funding will be used to increase enrollment during the ASES program; likewise, sites without the ASES grant will be required to enroll students in accordance with all current ASES guidelines. Fresno Unified will be promoting a no-waitlist after school program policy. Parents are required to complete all after school program enrollment forms for all students participating in the after school program to ensure sites have adequate staffing, supplies and data to supporting program funding.

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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?

The plan for recruiting and preparing staff to work and serve transitional kindergarten students is as follows:

- Fall and Spring: Collaboration with Human Resources with recruitment and hiring of program staff by recruiting qualified staff within and outside of the district.
- Summer (August): Provide Onboarding and Professional Learning to all staff.

The Office of Expanded Learning will work closely with existing and new hire staff in collaboration with departmental district staff and community-based organizations partners to provide continuous support in professional development, CHAMPS, curriculum, and social and emotional learning. Sufficient staff will be hired to maintain the 10:1 ratio during After School Program and Intersession time.

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?

In accordance with EC Section 48985, all ELO-P enrollment forms and parent/guardian notifications will be available in English, Spanish, and Hmong to ensure culturally relevant communication in the family's primary language. Translation services are provided by the district's Translation and Interpretation Services Department.

ELO-P enrollment will be facilitated through physical forms at school sites and/or digital applications, where necessary, to ensure convenience during the 30-day intersession programming. Enrollment records will be maintained for at least five years after the program ends and will be accessible to families before the program begins.

Transportation will be provided for students attending schools without an expanded learning opportunity program, ensuring they can travel to a participating location and return to their original school.

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

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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 ELO-P program will introduce an Educational Field Trip Request Form to ensure that all field trip proposals align with the program's academic and enrichment goals. This form will guarantee that field trips funded through the ELO-P program are organized exclusively by the program, rather than the core instructional day. The form will outline key details, including the trip's educational objectives, intended learning outcomes, and the specific knowledge and skills students are expected to develop. It will also provide logistical information such as the trip location, educational relevance, dates, duration, participating grade levels, and transportation arrangements. All proposals will be reviewed and approved by the Expanded Learning department.

Field trips offer valuable opportunities for academic enrichment and cultural growth, directly supporting the program's mission. In accordance with ELO-P guidelines, all field trips will adhere to program requirements, such as maintaining appropriate staff-to-student ratios and ensuring that staff members meet the district's qualifications for Paraprofessionals. Additionally, all trips will follow local policies and procedures to ensure a safe and productive experience for all participants.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

No fees are collected for ELO-P programming.

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Sample Program Schedule- Regular School Day

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

After School Program Sample Schedule

Time	Gr. TK/K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
1:30 PM – 2:45 PM	Homework	N/A	N/A	N/A	N/A	N/A	N/A
2:45 PM – 3:00 PM	Super Snack	Super Snack	Super Snack	Super Snack	Super Snack	Super Snack	Super Snack
3:00 PM – 3:45 PM	Physical Education	Homework	Literacy/ Math	Homework	Homework	Literacy/ Math	Literacy/ Math
3:45 PM – 4:30 PM	Homework	Literacy/ Math	Physical Education	Physical Education	Physical Education	Homework	Homework
4:30 PM – 4:45 PM	Snack	Snack	Snack	Snack	Snack	Snack	Snack
4:45 PM – 5:30 PM	Literacy/ Math	Physical Education	Homework	Literacy/ Math	Literacy/ Math	Physical Education	Physical Education
5:30 PM – 6:00 PM	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment

Intersession Sample Schedule (Winter and Summer)

Time	Session
7:30 AM – 8:00 AM	Breakfast
8:00 AM – 11:45 AM	Instruction
11:45 AM – 12:30 PM	Lunch
12:30 PM – 2:00 PM	Instruction
2:00 PM – 5:00 PM	After School Program

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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 non-schooldays, 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

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section at school sites 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

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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.

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- (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.