



ONTARIO-MONTCLAIR SCHOOL DISTRICT

Regular Board of Trustees Meeting

Thursday, August 6, 2026

LEARNING & TEACHING

Agenda Item

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) PLAN GUIDE

Board Approved: August 6, 2026

Prepared by:
Learning and Teaching Division
Athletics & Activities Department
Ontario-Montclair School District
950 W D Street, Ontario, CA 91762
909-459-2500



Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Ontario-Montclair School District

Contact Name: Robert Gallagher

Contact Email: Robert.Gallagher@omsd.net

Contact Title: Assistant Superintendent of Learning and Teaching Division

Contact Phone: (909) 459-2500

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

Arroyo Elementary	Lehigh Elementary
Berlyn Elementary	Lincoln Elementary
Bon View Elementary	Mariposa Elementary
Buena Vista Arts-Integrated	Mission Elementary
Central Language Academy	Montera Elementary
Corona Elementary	Monte Vista Elementary
De Anza Middle School	Moreno Elementary
Del Norte Elementary	Oaks Middle School
Edison Academy	Ramona Elementary
El Camino Elementary	Serrano Middle School
Elderberry Elementary	Sultana Elementary
Euclid Elementary	Vernon Middle School
Hawthorne Elementary	Vina Danks Middle School
Richard E. Haynes Elementary	Vineyard Elementary
Howard Elementary	Vista Grande Elementary
Kingsley Elementary	Ray Wiltsey Middle School

Governing Board Approval Date: July 3, 2025

Review/Revision Date:

Review/Revision Date:

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning":

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":

Expanded Learning Opportunities has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on program goals, program content, and outcome measures. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan, it should be updated sooner than the three-year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on-site, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Ontario-Montclair School District (OMSD) is deeply committed to ensuring that all Expanded Learning Opportunities Program (ELO-P) environments are physically and emotionally safe, inclusive, and supportive for all students. To achieve this, all ELO-P activities take place on OMSD campuses, leveraging students' familiarity with and access to their home school sites' resources while aligning with regular-day safety protocols and expectations.

OMSD's campuses are secured with gated perimeters and controlled access points, and all ELO-P staff are easily identifiable by district and provider-issued badges.

Safety practices are consistent with regular day operations and include daily attendance monitoring, emergency drills (fire and earthquake), and incident reporting protocols. Emergency supplies and communication tools, including radios and site-specific emergency response plans, are accessible at every program location.

Staff members are trained in CPR/first aid, emergency preparedness, Positive Behavior Interventions and Supports (PBIS), and trauma-informed practices. Each site maintains an emergency binder and first-response protocols. Safe transportation practices are enforced for programs that extend beyond daylight hours, and families are informed regularly of program procedures, safety policies, and emergency protocols through multilingual communication.

OMSD is committed to a whole-child approach to safety—not only preventing harm, but also fostering environments where students feel known, supported, and empowered. This foundational commitment ensures that every student is ready to engage in learning and enrichment in a secure and nurturing afterschool space.

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.

OMSD's approach emphasizes relationships and responsive practices to foster a sense of belonging and predictability. Staff are coached to create welcoming spaces through culturally responsive approaches, consistent routines, and proactive behavior management. Staff build caring relationships with students through check-ins, morning circles, and daily transitions designed to support students' emotional needs.

To ensure equity and access, Expanded Learning Opportunity Program Teachers on Assignment (ELO-P TOA) collaborate with school leadership, families, and community stakeholders to identify and address safety barriers faced by students with disabilities, English learners, and other historically underserved populations.

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.

OMSD's ELO-P uses student, family, and staff input to craft engaging, hands-on enrichment aligned with student interests. Survey feedback from over 4,700 stakeholders informed offerings such as arts, STEM, athletics, and wellness.

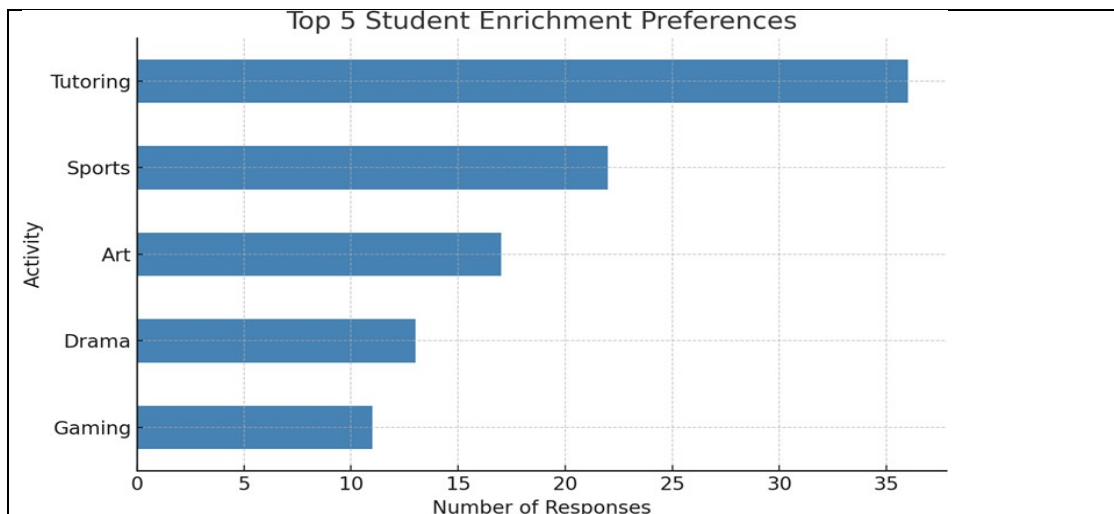
Programming supports learning and SEL without duplicating the instructional day. Student responses indicated strong interest in:

1. Sports
2. Gaming
3. Art
4. Music
5. STEM/Technology

To strengthen alignment with student voice and California's Quality Standards, site-based student leadership teams will co-design semester and trimester-long club menus and propose new activities through structured surveys.

Regular monitoring by ELO-P TOAs and site administrators ensures offerings remain responsive to local needs and interests, with adjustments made through the Continuous Quality Improvement (CQI) cycle.

The list below summarizes the top 5 enrichment activities students expressed interest in through the ELO-P survey.



3—Skill Building

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

OMSD is deeply committed to developing 21st-century competencies through its ELO-P. A network of diverse and innovative community partners helps deliver high-impact learning experiences that foster creativity, critical thinking, communication, and collaboration. These experiences are intentionally designed to extend beyond the traditional classroom and cultivate essential life and academic skills.

Students engage in visual storytelling, cultural appreciation, and the fine arts. These programs offer students access to professional artists and introduce students to the world of art-based learning, encouraging imagination and expression. Other partners combine movement with academics, helping students strengthen memory and literacy through active, brain-based exercises. This kinesthetic approach deepens comprehension and makes learning a full-body experience. Logical reasoning and strategic thinking are developed and embedded in many clubs and activities. Physical wellness and perseverance are cultivated through fitness and athletic programs. These clubs emphasize conditioning, teamwork, and confidence-building in supportive, structured environments. Additional partnerships allow students to explore digital animation and narrative design, offering them tools to communicate visually and create their own stories using modern media. In STEM-based clubs, students learn how to build, program, and refine projects that promote perseverance, problem-solving, and technological fluency.

The district partners with a variety of organizations so that students experience the joy of cultural dance. These programs instill pride in heritage and teach rhythm, coordination, and memory through traditional folklorico instruction. Finally, the District seeks out unique opportunities that open up the world of music production and performance. Students develop public speaking skills, digital literacy, and confidence while learning the art and technology of DJing.

Together, these partner programs ensure OMSD's ELO-P offers dynamic, meaningful opportunities that nurture each student's skills, identity, and future readiness.

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.

OMSD prioritizes student voice through structured leadership pathways. Students will participate in interest-based focus groups and lead initiatives, including clubs, community service events, and peer mentoring programs.

Each site offers student leadership opportunities, supported by the site TOA or school site staff, who facilitate meetings to capture youth voice sessions. At the yearly district-wide middle school congress held each February, we will gather input and celebrate student-led success stories. Student survey data and youth feedback gathered through these structures are incorporated into the district's CQI walkthrough analysis, ensuring that students contribute directly to program quality assessment and improvement.

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.

ELO-P incorporates nutrition, physical activity, and wellness education into daily programming. All snacks provided during ELO-P conform to the nutrition standards in Education Code Section 49430, and all meals conform to the nutrition standards of the USDA's at-risk afterschool meal component of the Child and Adult Care Food Program. OMSD Food and Nutrition Services oversees menu planning, preparation, and service.

Activities promote social-emotional wellness, mindfulness, and healthy decision-making. ELO-P programs embed movement through structured play, fitness rotations, and opportunities for cooperative games that reinforce teamwork and responsibility, supported by wellness-focused partnerships such as mindfulness and fitness programs.

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.

OMSD ELO-P provides equitable access through inclusive program design that honors student backgrounds, languages, and abilities. Activities are culturally relevant, and staff receive training on equity, anti-bias, and accessibility. Translation services, outreach efforts, and adaptations for students with IEPs ensure that all families can access and benefit from ELO-P programming.

7—Quality Staff

Staff Engagement

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

OMSD recruits and retains highly qualified staff who reflect the district's student demographics and bring expertise in youth development. ELO-P is largely run by school district staff (both certificated and classified). The use of school site staff to run enrichment opportunities and interventions ensures that students build positive relationships with staff who will support them between the bells and have a level of familiarity and comfort with the staff providing the program.

When specific skill sets or interests cannot be provided by school site staff, the District provides a menu of community-based organizations for schools to choose from. These vendors are approved through the District's bidding process and have contracts that align their staffing expectations with the District's.

Minimum Staff Qualifications

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

All district and provider staff meet the District's minimum requirements for instructional assistants, as defined in Administrative Regulation 4222, to meet ratio compliance. Additionally, provider contracts require that they meet pupil-to-staff ratios of 10:1 for TK/K and 20:1 for 1-8; these ratios are verified daily by site Expanded Learning TOAs and staff, and by updating daily attendance in the student information system (SIS). All program staff and volunteers, whether employed by OMSD or a contracted provider, are subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel, including Department of Justice and FBI fingerprint clearance and tuberculosis screening, in accordance with Education Code Section 8483.4. Provider contracts require verification of these clearances prior to staff placement at any school site.

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)]).

OMSD provides ongoing professional development and technical assistance to site staff, including training in safety, cultural responsiveness, behavior support, and enrichment facilitation. Site walk-throughs and program audits are conducted to ensure program fidelity and effectiveness.

This includes the following-

- PD on trauma-informed care, SEL, culturally responsive teaching, supporting the needs of students with special needs in the expanded learning program, and supporting English language learners.
- Yearly Kick-off meeting that sets expectations, builds enthusiasm, and provides updates
- Monthly meetings with ELO-P TOAs and provider leaders focus on implementation challenges, improvement plans, and best practice sharing
- Monthly collaborative planning time with site teams
- District staff attend monthly county expanded learning meetings and share-out.
- District and site staff attend county trainings, symposiums, and resource fairs to engage in new learning, evaluate current resources, and build community around ELO-P

8—Clear Vision, Mission, and Purpose

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

OMSD's ELO-P aligns with the district's 2021–2026 Five-Year Action Plan and mission to prepare students to be engaged, compassionate citizens and critical thinkers. The program offers 9 hours of daily support (instruction + enrichment) and 30 additional days annually for intersession/summer learning. The vision is rooted in equity, access, and joy in learning.

- The OMSD Expanded Learning Program has 5 key components aligned to the quality standards that were created in collaboration with educational partners
- OMSD's ELOP will enhance students' life skills by prioritizing fun and engaging activities, allowing them to explore subjects that interest them.
- OMSD's ELOP will prioritize developing a framework to address logistics, including ingress/egress processes, attendance logging, room usage, scheduling, etc.
- OMSD's ELOP will prioritize student wellness by offering various high-interest activities, social-emotional learning, and a nutritious meal.
- OMSD's ELOP will prioritize a catalog of programs that offer short- and long-term options, including opportunities to experience multiple activities during an after-school session.
- OMSD will enhance students' social-emotional well-being by addressing the whole child, supporting physical activity, providing opportunities for homework

help/tutoring, and fostering self-expression through art/journaling.

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.

Parents are engaged via surveys, advisory committees, and school site councils. Recent parent survey analysis revealed high demand for enrichment in the following areas:

1. Tutoring/Academic support
2. Sports
3. Art
4. Drama
5. Gaming

Parent, student, and family voices inform menu development and scheduling priorities. Additionally, each site will develop a plan for its ELO-P offerings based on community needs and data. In annual surveys, educational partners can provide feedback to both the site and District Expanded Learning staff to ensure the program remains responsive to their needs.

Students help develop the school site's Expanded Learning offerings through ASB, student council, and other student leadership opportunities, where students gather input on school offerings. The Athletics and Activities department meets annually with school site-based Expanded Learning TOAs to identify individual school sites' needs and large District trends based on parent, teacher, and student input.

Community-Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community-Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The Ontario-Montclair School District (OMSD) designs its ELO-P through a collaborative and data-informed approach that ensures operational excellence, accountability, and alignment with district priorities. Partners are supported by the district's Athletics and Activities Director and Expanded Learning Coordinator, who work closely with ELO-P TOAs, site administrators, after-school providers, and community partners.

The district partners with after-school providers, city agencies, arts organizations, and mental health providers to deliver comprehensive services. Some of these providers include:

- Think Together
- Montclair After School Programs (MAP)
- Champions

- Middle Tree
- Elevo
- Beyond the Walls

These partners participated in the development of this plan through the district's Expanded Learning CQI Taskforce and ongoing monthly meetings with provider leads, and they share responsibility for program implementation at each site. ELO-P is intentionally coordinated with the district's Multi-Tiered System of Support (MTSS): expanded learning intervention blocks serve as a Tier 2 support, with site TOAs collaborating with school-day staff to identify students who would benefit from targeted academic intervention, homework support, or tutoring during ELO-P hours. Where schools implement community school strategies, ELO-P programming complements wraparound services and family engagement efforts rather than duplicating them, and it is integrated into each school's site-level planning process so that enrichment offerings and student supports align with site goals.

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 Quality Standards for Expanded Learning in California were developed by the California After School Network (CAN) in partnership with the CDE to describe high levels of "Quality" at the programmatic, staff, and participant levels. There are 12 Quality Standards that address program components such as student safety, program quality, staffing, and program sustainability.

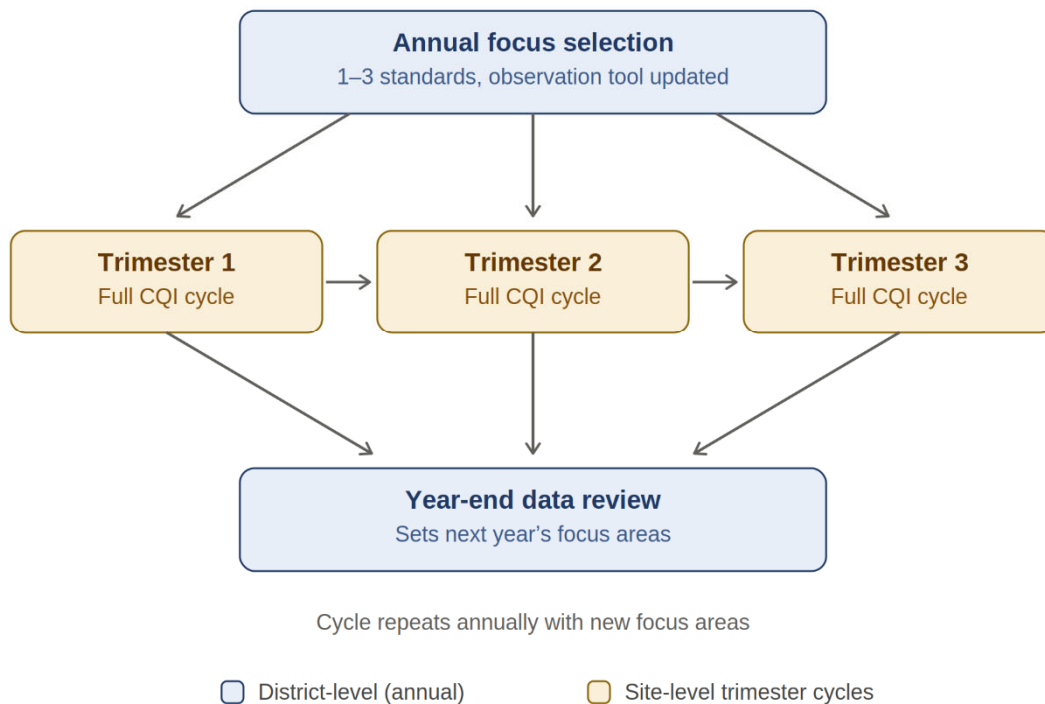
All Expanded Learning programs in California are required by the CDE to engage in a data-driven, continuous quality improvement (CQI) process aligned with the Quality Standards. According to the CDE, an effective CQI process is ongoing and involves a continuous cycle of assessment, planning, and improvement.

OMSD uses a systematic approach to program development with CQI as a foundation for continued success. OMSD assembled an Expanded Learning CQI Taskforce made up of ELOP-TOAs, Provider Site Leads, management, site administrators, and district-level Expanded Learning personnel to develop an observation tool and a system for improving Expanded Learning Opportunity Programs. As recommended by the CDE, OMSD will focus on a few key areas (1 to 3) of the Quality Standards each year rather than attempting to address all 12 simultaneously. The two areas of focus decided upon in the initial rollout of the current CQI model were "Safe and Supportive Environments" and "Active and Engaged Learning". The tool will be modified each year to reflect that year's focus area.

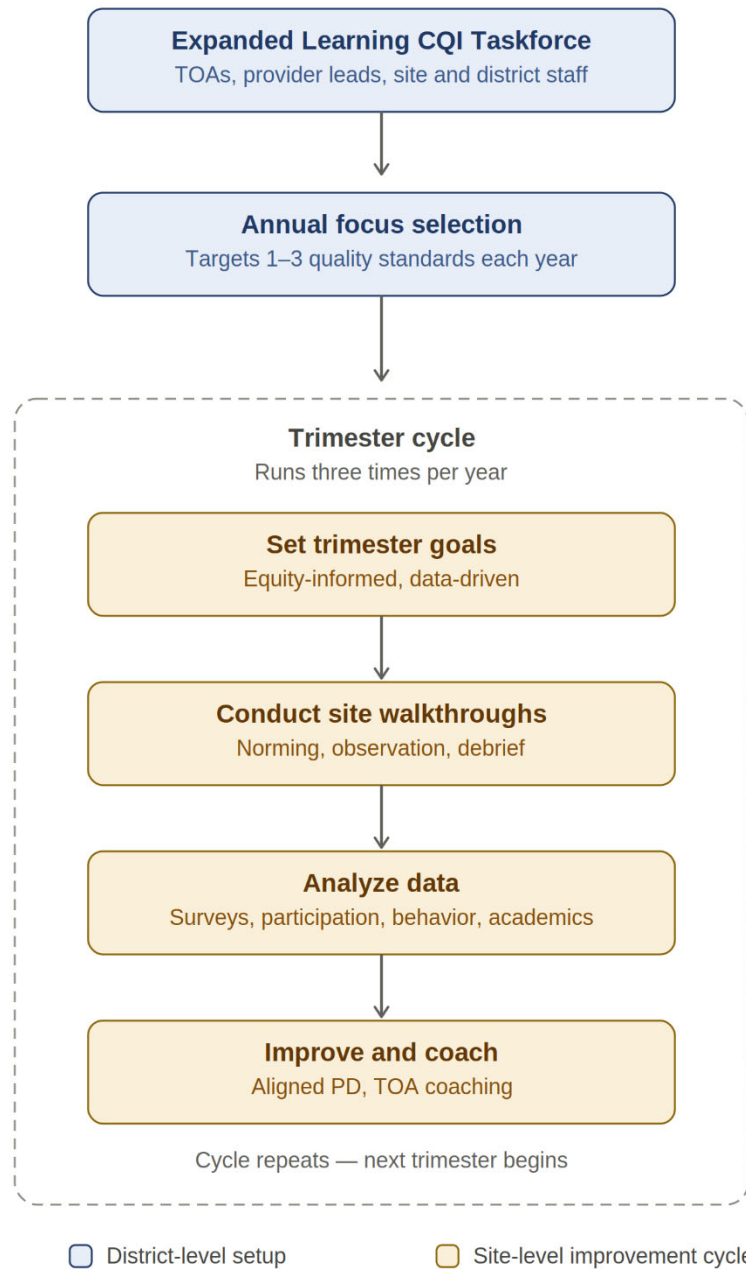
Each site will conduct walkthroughs each trimester using the Expanded Learning CQI Site Visit Tool. Site observation teams must include the site ELO-P TOA (or ELO-P Lead) and a Provider Site Lead. Other staff invited and encouraged to participate include site administrators, provider management staff, site-based ELOP Staff members, and district-level Expanded Learning Personnel. Each site walkthrough will include a pre-observation meeting to orient participants to the observation items, a walkthrough of the program, and a post-walkthrough debrief. Site teams will analyze data from walkthroughs, student surveys, participation rates, behavioral indicators, and academic supports to reflect on strengths and areas for improvement and develop a plan for continued success and improvement. All goals are equity-informed, ensuring analysis of participation and outcomes by grade, race, ELL status, and SPED designation.

Professional development is intentionally aligned with CQI Walkthrough findings. Staff receive annual PD in culturally responsive practices, trauma-informed support, and SEL integration. ELO-P TOAs coach site Expanded Learning staff in analyzing and responding to CQI findings. Sites will set goals at the beginning of each trimester and analyze progress at the end of each trimester. This system ensures that all decisions are informed by data, driven by stakeholder voice, and aligned with OMSD's strategic goals for whole-child development.

OMSD ELO-P Annual CQI Cycle



OMSD ELO-P Continuous Quality Improvement Process



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.

OMSD ensures clear and consistent communication through systems for student registration, daily attendance, and family engagement. Electronic attendance-tracking tools, such as the Q system, support real-time monitoring. All student data is maintained in accordance with FERPA guidelines and is accessible to authorized personnel for continuous quality improvement (CQI).

The district maintains a comprehensive Expanded Learning Handbook that outlines program expectations, safety protocols, communication standards, and site responsibilities. Each site follows standard operating procedures to ensure consistency across the district. ELO-P programs are included in site-level planning processes, with site coordinators and principals reviewing program data to align enrichment activities with student needs and site goals.

Fiscal oversight is centralized at the district level, with budgets aligned to ensure compliance with California Department of Education (CDE) requirements. Expenditures are tracked and reported in accordance with state guidelines, and funds are used to maximize direct student services.

Program success is measured by multiple metrics, including student participation rates, enrichment engagement, stakeholder satisfaction surveys, and site-level CQI data. OMSD leadership uses this information to make data-driven decisions that strengthen program delivery and outcomes across all school sites.

The district is committed to continuous improvement and stakeholder collaboration, ensuring that ELO-P management reflects OMSD's mission to serve the whole child through equitable, safe, and engaging learning environments.

Budget

Provide your budget for the program, including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The OMSD ELO-P program is designed to meet community needs through community-based partnerships and input from educational partners. The Athletics and Activities Department will update educational partner feedback annually through a partner survey, ensuring that OMSD ELO-P aligns with the needs and interests of the community. The significant investment in after-school provider subcontracts and agreements reflects OMSD's commitment to providing families with consistent after-school and summer programs, a need that the OMSD community has made clear. The allocations for certificated and classified personnel highlight the key roles that school site staff play in providing enrichment

and academic intervention opportunities for students.

Series/Object	Program Budget
1000: Certificated Personnel Salaries	\$5,296,121.00
2000: Classified Personnel Salaries	\$3,894,529.00
3000: Employee Benefits	\$3,965,660.00
4000: Books and Supplies	\$1,301,100.00
5000: Services & Other Operating Expenditures	\$2,734,750.00
5100: Subcontracts and Agreements	\$14,375,443.00
6000: Capital Outlay	\$-
7000: Indirect Costs	\$1,723,592.00
8000: Revenues	\$32,339,182.00

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

OMSD business services will ensure that ELO-P will follow all laws and procedures related to bidding, purchasing, and payroll expenses. Additionally, OMSD ELO-P programs will be audited annually using the CDE ELO-P audit guidelines.

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

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

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

General Questions

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

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

Do you have an ASES Grant? ☒ Yes ☐ No

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

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

OMSD considers the expanded learning program to be one comprehensive program that includes funding from multiple sources: Expanded Learning, ASES, and 21st Century. ASES and Expanded Learning funds are used in conjunction to increase the availability of spots in after-school programs, ensuring that all students can take advantage of them for 9 hours per day and 180 school days. In addition to the school year, Expanded Learning, ASES Supplemental, and 21st-century funds are used to ensure a robust summer program that allows all students to enroll in a local program that meets their social, emotional, physical, and academic needs. These summer programs run for 30 days beyond the school year and are 9 hours long. To achieve a nine-hour daily program, the OMSD summer program is a hybrid: the morning portion is run by OMSD staff, and the afternoon is split between provider programs. Both portions of the program are open to all students.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

OMSD uses after-school provider programs to ensure that students in TK-K receive a 10:1 staffing ratio in all after-school programs. Provider contracts are written so that

staff supporting TK-K students receive additional training in working with younger students.

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?

OMSD prioritizes access to ELOP services for all families due to the high percentage of students who qualify for free or reduced lunches, are English Language Learners, and are foster youth (UPP). As such, expanded learning programs are offered at all OMSD school sites. This ensures equitable access to all students and ensures priority for all UPP students.

All expanded learning enrollment forms are available in digital and paper forms and are translated into Spanish. Forms can be translated into additional languages upon request. Expanded Learning TOAs advertise enrichment and intervention opportunities at school sites through the school's digital communication platform and flyers delivered to all students. Once a student has expressed interest in a particular club, activity, or intervention, parents are notified and must sign the OMSD activity release form, which gives their consent for the student to participate in the after-school opportunity. All activity release forms are stored at the school site in a secure location until the end of the school year, when they are converted to digital copies and disposed of. Parents can also come to the school site office to speak to the TOA or other support staff to ensure enrollment in the program. After-school providers also provide digital and paper copies of their registration forms. Transportation is provided as needed as part of the ELO-P; all programming takes place at students' home school 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.

Field trips are proposed by school site expanded learning staff and evaluated by expanded learning TOAs and site administrators to ensure they align with specific academic or enrichment opportunities, are appropriate for the assigned grade level, and have specific learning outcomes attached. Additionally, field trips comply with all district policies regarding supervision and staffing ratios.

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.

NA- OMSD does not charge fees for Expanded Learning Services

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.**

Regular School Day Sample Schedule:

7:30 - 2:30	1-6 Grade Instructional Day
7:30 - 12:15	TK/K Instructional Day
12:15 - 2:30	TK/K Intervention/Enrichment (Gap Time)
2:30 - 3:00	Snack
3:00 - 4:00	Enrichment Clubs and Activities Sports/Fitness Academic Intervention/Tutoring Arts (visual and performing) Other Enrichment (e-sports, chess....)
4:00- 6:00	ELO-P provider rotations
ELO-P providers offer (academic interventions, physical activity, and enrichment)	

Summer School/Intersession Sample Schedule:

7:30 - 8:00	Breakfast
8:00 - 8:45	Rotation #1 (Visual Arts, Performing Arts, Fitness, STEM)
8:45 - 9:30	Rotation #2 (Visual Arts, Performing Arts, Fitness, STEM)
9:30 - 10:15	Rotation #3 (Visual Arts, Performing Arts, Fitness, STEM)
10:15 - 11:00	Rotation #4 (Visual Arts, Performing Arts, Fitness, STEM)
11:00 - 11:30	Lunch
11:30 - 12:00	SEL
12:00 - 5:00	ELO-P Provider Summer Camp Model (schedule determined by provider)

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

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

- (A) For at least 30 non-school days, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at 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 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.
- (10) Any other event as specified by the local educational agency.

(C) 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.