

Mark West Union School District



Expanded Learning Opportunities Program (ELO-P) PLAN

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Mark West Union School District

Contact Name: Rachel Valenzuela

Contact Email: rvalenzuela@mwusd.org

Contact Title: Superintendent

Contact Phone: 707-524-2970

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

1. John B. Riebli School
2. Mark West School
3. San Miguel School

Governing Board Approval Date:

Review/Revision Date: May 16, 2025

Review/Revision Date:

Purpose

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

Definitions

“Expanded learning”:

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

“Expanded Learning Opportunities”:

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

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

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

Approving and Posting Program Plans

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

Revisions/Changes

Reviewing and Revising Program Plans

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

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

1—Safe and Supportive Environment

Physical Safety

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

The Extended Child Care (ECC) Director and Boys and Girls Club Director work closely with district leaders to create school-aligned health and safety procedures for the expanded learning program. These programs are offered on site. Both of the programs has developed policies and procedures to:

- Clearly communicate health, safety, and behavior procedures with staff, participants, and families.
- Clearly identify the health and medical needs of participants.
- Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program.
- Ensure that key staff members are trained in safety and first aid.
- Clearly document and communicate incidents (i.e. written reports and phone records).
- Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.

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 ECC and Boys & Girls Club programs provide emotionally safe and supportive environments for students by embedding social-emotional learning (SEL) throughout their daily schedules. From the moment students arrive, the programs prioritize connection and emotional regulation through structured check-ins, small group activities, and dedicated social times. For example, ECC's routine includes early body movement and group games to foster cooperation and self-awareness, followed by "free voice" time in Room 31, allowing TK/K students to express themselves freely in a calm and supervised setting. Social-emotional learning centers, daily reflection, and consistent opportunities for choice-based play further support emotional development and self-management.

Meanwhile, the Boys & Girls Club integrates SEL through intentional practices such as Club Huddles—daily community-building circles that encourage students to share, listen, and reflect—and Program Blocks that offer self-directed, creative, and collaborative experiences like SMART Kids, DIY Self Care, and seasonal crafts. These SEL-focused activities are interwoven with active recess and physical play to ensure a balance between emotional support and physical well-being, helping students develop empathy, resilience, and strong interpersonal skills in a nurturing environment. Each program uses restorative practices and social emotional learning concepts that are connected to what the students are learning throughout the regular school day.

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 programs provides a variety of activities that are hands-on, project-based enrichment opportunities.
- Activities will support daily classroom instruction but will be unique learning opportunities, connected but separate from the regular school day (e.g. individual tutoring and homework help).
- The program uses participant feedback to develop curricula, plan field trips, and create projects that fully meet participants' needs and interests.

3—Skill Building

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

The programs support activities in which participants develop and demonstrate 21st century skills.

- Staff select and/or create projects that relate to young people's lives.
- Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding how to interact with others.
- Staff use practices that support mastery such as: providing youth with opportunities to practice skills, sequencing activities to allow participants to build on previously learned skills, facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures.
- Staff help youth make links between the activity and their lives outside of the programs

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

- The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices.
- The program provides opportunities for participants to actively exercise their leadership skills and address real world problems that they identify in their communities through discussion.
- The program facilitates youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals.
- The program uses restorative practices and SEL concepts that are connected to what the students are learning throughout the regular school day.

5—Healthy Choices and Behaviors

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

The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.

- The program identifies healthy practices and develops priorities that contribute to the school wellness.

- The program incorporates nutrition and physical activity.
- The program provides breakfast and/or snacks to participants.

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.

- The program actively recruits and hires staff that reflects the community of the students served.
- The program states its explicit commitment to diversity, equity, and inclusion in its outreach materials and/or policies.
- The program is aware of and seeks information and strategies to support all participant needs.
- The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
- The program implements a plan that outreaches to all students at the school site.
- The program celebrates diversity and adheres to a non-discrimination policy.
- The program ensures accessibility and opportunities for students with disabilities.

7—Quality Staff

Staff Engagement

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

- The program engages in recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.
- The program provides staff and volunteers with: clear titles and job descriptions, training and professional development, resources and materials to deliver activities, and on-the-job coaching.
- The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.

- The program supports staff with competitive pay.
- The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.
- The program staff have access to ongoing, high quality professional development, including modules developed by California School-Age Consortium and delivered by a certified trainer.
- In addition to formal training, ongoing informal training is provided to 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)]).

The minimum qualifications for an Instructional Aide in an Extended Child Care center are outlined in Title 22 of the California State Department of Social Services, Community Care Licensing Regulations, modified here by Extended Child Care.

- Must be at least 18 years of age.
- Passed medical, TB, and Fingerprint clearance.
- Provide proof of immunization against influenza, pertussis, and measles prior to employment.
- The ability to supervise children, unaided by other staff.
- The Ability to physically help a child injured, in danger, or in distress. Must be able to run and move quickly to help children.
- Must be able to lift and carry 40 pounds.

Regarding Boys and Girls Club, the expectations of their program staff exceed those set by the grant. Staff are required to pass the Instructional Assistant Proficiency Exam to meet the minimum requirements for instructional assistants. Additionally, unlike many programs, we place a full-time Club Lead at each site to ensure the highest possible program quality.

In compliance with Education Code Section 45125.1, Boys and Girls Club will conduct comprehensive criminal background checks on all employees and individuals providing services on behalf of Boys and Girls Club to the District. Boys and Girls Club will certify to the District that no individual has been reported by the Department of Justice as having been convicted of a violent or serious felony as defined in Penal Code Sections 667.5(c) and/or 1192.7(c). No employee or service provider will be permitted to have contact with students until the District has received proper certification. Additionally, Boys and Girls Club is responsible for ensuring all staff members obtain and maintain TB clearance in accordance with local health guidelines.

The program will maintain appropriate staff-to-student ratios as required by ELO-P program standards and local district policies. Staffing plans are developed based on projected attendance, and schedules are adjusted accordingly to ensure compliance at all times.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

All ECC staff should have access to high-quality training, ongoing professional development and a network that helps them succeed in bringing out the best in the young people they serve.

The training modules, developed by CalSAC (California School-Age Consortium), will be delivered by a Senior Certified CalSAC Trainer. Kid-Grit will facilitate two-agency retreats and provide on-going trainings for the Center Director and Assistant Center Director team. Series topics teach and reinforce foundational concepts and skills relevant to anyone that works with children and interacts with families Youth Development, Including Children with Behavioral and Neurodivergent differences, and Quality Programming.

Program staff will be trained within the Boys and Girls Clubs Staff Development model which outlines a minimum of 80 hours of training per year. Before working with Students, new staff receive extensive orientation training. Once hired, all new staff must participate in Boys and Girls Clubs 101, a training designed for new staff that highlights all aspects of daily Club operations and youth development strategies.

FALL: A four-day staff development conference takes place in August before the school year starts. Training topics include: organizational Core Values & IMPACT Areas, including Transitions, Safe and Positive Environment, Fun, Supportive Relationships, Opportunities and Expectations, Recognition, Program Offerings and Overall Club Operations. Content experts from in-state standards and current pedagogical practices from our County Office of Education provide rich learning experiences for all staff.

WINTER and SPRING: Quarterly, we coordinate a Youth Development Conference for all of our direct service staff to provide additional trainings. All staff participate in an Orientation to Youth Development Principles (2 hours), BGC 101 (2 hours), Safety and Supervision (2 hours), Positive Discipline (2 hours), Curriculum-specific training (varies), Outcome Measurement Toolkit (4 hours), IMPACT Assessment (4 hours) as well as monthly On-the-Spot Team Training (2 hours). Additional staff development opportunities include the EL Training & Professional Development Project, the Summer Technical Assistance Network Project & the GEACS science program.

SUMMER: Similar to the back-to-school conference, a summer institute is held each year to adequately prepare staff to combat summer learning loss in a fun and different environment. Two days are spent together learning key summer program tenets and two days are spent onsite learning how to best supervise & keep participants safe in a new environment.

8—Clear Vision, Mission, and Purpose

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

District Mission/Vision: The Mark West Union School District, supported by an involved community, will personalize, engage, and challenge students to develop the whole child. We are committed to providing a rigorous, inspiring, and inclusive educational program supplemented with social emotional wellness, enhanced with enrichment opportunities, and undergirded with a lens of equity. Our students will receive an empowering education that will enable them to achieve their personal best, be prepared in skill and mindset for the challenges of the future, and become compassionate, socially responsible, and productive members of our diverse community.

Program's Mission/Purpose: The Extended Child Care Coalition (ECC) program is committed to assisting each school aged child in obtaining life skills by providing quality year-round learning programs, while supporting families and school districts. ECC provides quality, age-appropriate expanded learning programs to school-aged children based on their needs and interests. The program provides a safe and nurturing environment that promotes the positive growth of children while responding to the needs of families, schools, and the community. ECC offers a developmentally appropriate curriculum that meets children's cognitive, social, emotional, creative, cultural, and physical needs and interests.

- The program is aligned with the school district's vision, mission, and LCAP goals
- The program monitors progress toward its goals and outcomes.
- Based on its vision and mission, the program intentionally aligns goals and outcomes with: policies and procedures, program plan, budget, staff development, and communications and marketing material.
- The program informs participants, families, staff, and partners about their roles and responsibilities in advancing the mission, vision, and goals of the program.
- The program regularly communicates, reviews, and makes appropriate changes to goals and outcomes in collaboration with all stakeholders.

The Boys & Girls Clubs of Sonoma-Marin are dedicated to fostering the development of young people through a clear mission and vision.

Mission: To inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible, and caring adults.

Vision: To end poverty in Sonoma and Marin counties by creating the most prosperous and healthy communities.

Through a network of over 40 club locations, the organization serves more than

10,000 youth annually, offering programs that promote academic success, healthy lifestyles, good character, and life and workforce readiness.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Students and families played a central role in the development of our Expanded Learning Opportunities (ELO) program plan. During the initial planning and implementation stage the following methods were used to ensure the ELO Program reflects the needs and priorities of our community: Surveys including a needs assessments were distributed in multiple languages, to gather input on such things as preferred program times as well as academic and enrichment interests. Ongoing surveys and informal check-ins ensure students and families can regularly share input. Our goal is to maintain a responsive, community-informed ELO program that reflects the needs of the students and families we serve.

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 program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through ongoing meetings and other systems of communication.
- The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.
- The program actively outreaches and engages potential partners (public and private) in order to sustain program services.
- The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development.
- The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals.
- Decision-making as part of a process of continuous improvement is informed by educational partners such as: parents, community partners, district leadership, county offices of education, non-profit organizations, public officials, local businesses, and program participants.
- The program collaborates with such potential partners as Community Soil

Foundation, Chess for Kids, and 4Cs.

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 program uses a clearly defined continuous quality improvement process based on Desired Results for Families, Parent Surveys, and School-Age Care Environment Rating Scale. Based on the data generated, the program:

- Outlines improvement goals and action steps.
- Incorporates feedback from staff, youth, parents, and K-12 partners.
- Describes the information or data needed to assess quality.

The program has developed a format for discussions that are related to the program design, desired program outcomes, and impact. The program has established a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used. The program will record and keep track of the information it collects in a manner that protects the confidentiality of stakeholders. The program will share lessons learned and key outcomes from the quality improvement process with stakeholders and request their feedback through the LCAP Educational Partner engagement 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.

To ensure the effective operation, monitoring, and evaluation of our Expanded Learning Opportunities (ELO) programs, we maintain policies and procedures designed to support transparency, compliance, and continuous improvement. The following documentation outlines our current practices in enrollment/registration, attendance tracking, data security, and program reporting. See Addendum A for more information.

Budget

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

of students and families within the community?

Our proposed budget for the Expanded Learning Opportunities (ELO) Program has been carefully developed to align with federal, state, and local requirements, ensuring all expenditures are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program guidelines.

* Please note: Our funding allocations change from year to year based on state funding. Additionally, expenditures vary based on actual student need and actual staffing and programmatic costs. Below is a sample budget based on 2024-25 allocations and expenses:

Sample ELO-P Budget (Based on 2024-25 Budget)

Revenue				Expenditures				
School/LEA	Prior Year Carryover	Current Year Allocation	Total Available Funding	Salaries	Benefits	Goods	Services	Total Expenditures
Mark West	\$333,248.00	\$328,763.00	\$662,011.00	\$37,650.00	\$8,593.20	\$1,250.00	\$153,423.42	\$200,916.62
San Miguel	\$285,353.00	\$266,200.00	\$551,553.00	\$35,690.00	\$8,287.92	\$1,250.00	\$237,655.00	\$282,882.92
Riebli	\$61,066.84	\$204,930.00	\$265,996.84	\$30,400.00	\$7,172.86	\$1,250.00	\$218,695.00	\$257,517.86

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

All ELO program budgets are developed in alignment with the program's goals and are reviewed by both program and fiscal staff to ensure that expenditures meet federal and state guidelines. The budget process includes a justification for all costs, tying each expense to specific program outcomes or requirements. The LEA maintains complete and accurate records of all program-related expenditures and activities.

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 x ☒ No

Do you have a 21st CCLC Grant? ☐ Yes x ☒ 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.

Not applicable

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?

Throughout our UPK planning process, we have been planning for increased services for our youngest learners. Our UPK plan addresses the need for more teachers and assistants who are certified as well as facility needs. There will be ongoing communication and consultation between our UTK, TK/K, and ELO-P team to ensure aligned plans and clear articulation.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Our Local Educational Agency (LEA) is committed to providing high-quality, accessible, and inclusive Expanded Learning Opportunities Program (ELO-P) services for our pupils and their families. We recognize the diverse cultural and linguistic backgrounds of our community and have designed our outreach and enrollment processes to be culturally responsive and accessible to all. To ensure effective outreach, our LEA utilizes multiple culturally and linguistically appropriate

communication channels, including:

- **Multilingual Communications:** All ELO-P materials, including flyers, enrollment forms, and parent letters, are translated into the primary languages spoken within our district, such as Spanish.

- **Bilingual Staff Support:** Bilingual staff are available at school sites and the district office to assist families during the enrollment process and throughout the program year.

- **Digital and In-Person Outreach:** Information is shared via email, phone calls, school websites, and in-person events such as back-to-school nights and community forums to ensure families receive communication through their preferred method.

Enrollment in ELO-P is open to all eligible TK–6th grade students, with priority given to unduplicated pupils (low-income, English learners, and foster youth). The enrollment process is designed to be streamlined and accessible:

- **Form Distribution:** Enrollment forms are distributed both digitally (via the district website and parent portals) and in print at school sites. Schools distribute them during family engagement events.

- **Signature Process:** Parents/guardians can sign forms digitally through our secure parent portal or return signed paper forms to the school office. Staff are available to support families who need assistance completing the forms.

- **Form Storage:** All completed enrollment forms are securely stored in a centralized student information system, with hard copies maintained at a central location in locked cabinets. Digital forms are kept in compliance with FERPA and district data privacy policies.

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.

At this time, there are no field trips scheduled through the ELO-P. However, we recognize the value of field trips as an extension of the academic and enrichment components of our program. Future field trips will be carefully planned to align with ELO-P guidelines and will focus on providing meaningful educational experiences that enhance student learning and cultural awareness.

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 will be collected for students eligible to participate in the District's Expanded Learning Opportunities Program.

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.**

1:30 - 1:40	TK/K Sign-In	
1:40 - 2:25	TK/K Time	
	DAILY THEME	
	Social/Emotional Learning	Centers
2:25 - 2:40	TK/K Snack	
2:40	TK/K Active Recess	
2:40 - 2:55	1st - 6th Sign-In Snack	
2:55 - 3:10	Active Recess	Daily Challenge

3:10 - 3:45	PowerHour	
3:45 - 3:55	Club Huddle	
3:55 - 4:30	Program Block 1	
	Tag Games	Tennis Baseball
	Clay Zoo	Builder's Club
	DIY Self Care	DIY Designer
4:30 - 4:40	Club Huddle	
4:40 - 5:15	Program Block 2	
	4 square	Drawing
	Art of Puppetry	Black top Games
5:15 - 5:30	Member's Choice Time	
5:30 -6:00	Card games OR reading	

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 schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

Addendum A: Documentation and Record-Keeping Practices

This addendum outlines the policies, procedures, and systems in place to ensure effective documentation and record-keeping practices for our Expanded Learning Opportunities (ELO) programs.

1. Program Policies and Procedures

Our approved ELO Program includes the following core areas:

- Program Operations (scheduling, staffing, student-to-staff ratios)
- Health & Safety Protocols
- Family Engagement

2. Enrollment and Registration Procedures

Enrollment is managed through our centralized system and includes:

- Bilingual digital and paper registration options
- Collection of student demographics, emergency contacts, and required consents
- Priority enrollment for underrepresented and high-need populations

3. Attendance Tracking Protocols

- Attendance is tracked daily
- Monthly summaries for grant reporting and compliance

4. Data Management and Record Retention

- Secure, role-based access to student records
- Data privacy and handling for all program staff