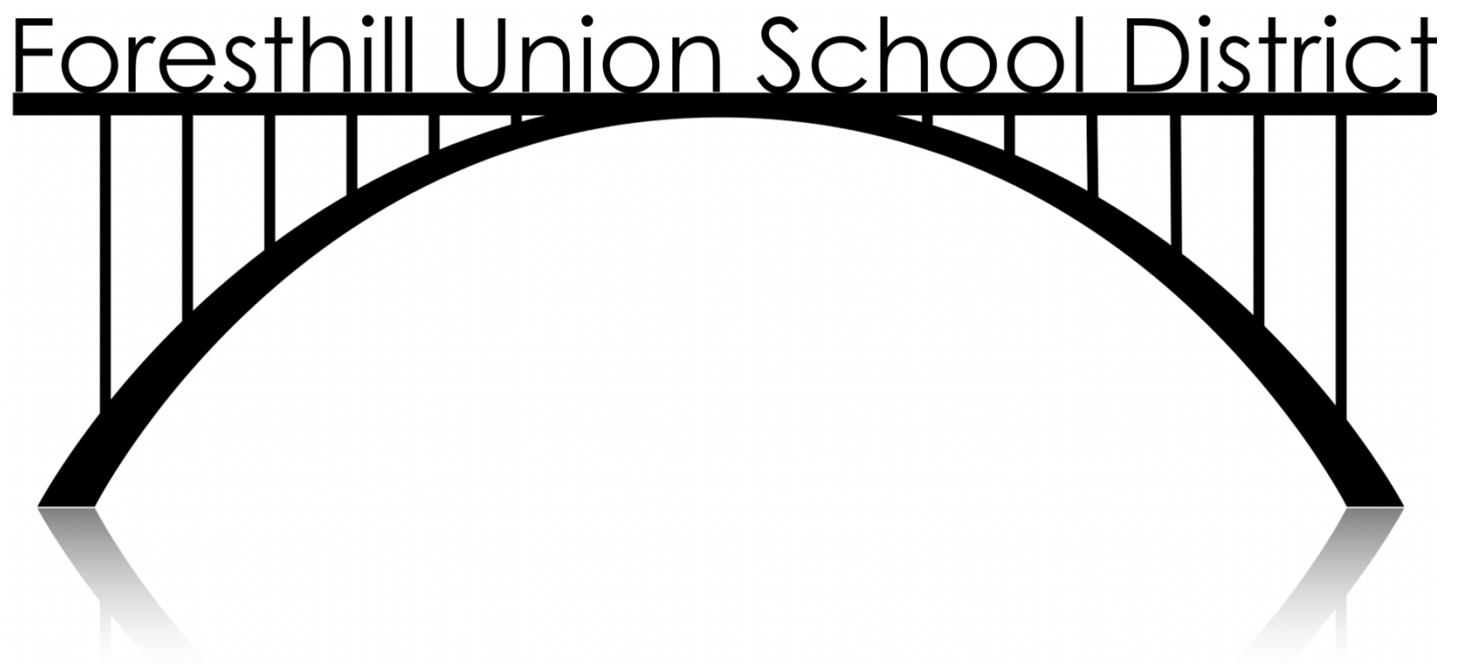


2025 Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Foresthill Union School District
Contact Name:	Camille Taylor, Ed.D., Superintendent
Contact Email:	ctaylor@fUSD.org
Contact Title:	Superintendent
Contact Phone:	530.367.2966

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. Foresthill Divide School

Governing Board Approval Date:	June 10, 2025
Review/Revision Date:	
Review/Revision Date:	

Purpose

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

Definitions

"Expanded learning":

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

"Expanded Learning Opportunities":

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

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan Program Plan Due Dates

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

Approving and Posting Program Plans

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

Revisions/Changes**Reviewing and Revising Program Plans**

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

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

1—Safe and Supportive Environment

Physical Safety

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

Foresthill Union School District's Expanded Learning Opportunities Program (ELO-P) is an on-campus offering providing students with safe, supportive and meaningful experiences beyond the instructional day and during intersessions. While ELO-P experiences are designed specifically for the district's Kindergarten through Sixth Grade unduplicated students (low income, foster youth, homeless and English learners), any FUSD students may participate if space is available.

The district's ELO-P consists of five components:

- Kids Club before and after school child care
- After school enrichment classes
- Targeted Academic Tutoring
- Full-day camps during intersession
- Attendance Recovery (beginning in September 2025)

Fees for Kids Club and intersession camps are waived for unduplicated students and are on a sliding scale for all other students. Enrichment Classes, Targeted Academic Tutoring, and Attendance Recovery are offered at no-cost to all participants.

FUSD's ELO-P operates under the district's ELO-P Director. All ELO-P staff are employees of the district and subject to board policy, employee trainings, DOJ clearance and TB testing, CPR certification, and NCI certification. ELO-P staff engage in annual professional development focused on social-emotional wellness and mental health. While the program has been located at the Foresthill Divide School campus, with summer intersession includes field trips (transportation provided for all students), the district plans to expand its ELO-P to include the Foresthill Elementary School Campus, beginning August 2025.

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.

FUSD's ELO-P consults with the district Behavior Specialist and Mental Health Specialist to ensure the use of best practices in nurturing a safe social and emotional environment where students develop skills to navigate social-emotional challenges. De-escalation strategies and restorative practices are routinely applied to address conflicts while focusing on building relationships, promoting empathy, encouraging accountability, and collaborative problem-solving. Staff trainings on social-emotional development, relationship building, and conflict resolution are a focus in staff development. Several of the Enrichment Classes offered have included a focus on social-emotional learning such as Calming Crafts, Yoga, and Meditation.

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.

FUSD's ELO-P reaches beyond the fundamentals of child care to provide meaningful and and engaging experiences for students to explore interests and develop skills beyond the core subjects of the instructional day through Kids Club, after-school Enrichment Classes, Targeted Academic Tutoring, Attendance Recovery, and Intercession Days. After School Enrichment Classes are led by certificated teachers, classified staff, community members, and local experts/professionals. The focus of Enrichment Classes changes with the seasons and is student-centered in nature. A sample of prior and current after-school Enrichment Classes includes:

- Art (Painting, Drawing, Sculpting, Photography, Crochet, etc.)
- Social Emotional Learning (Calming Crafts, etc.)
- Natural World (Nature Adventures, Knots and Nature, Backpacking, Gardening)
- Woodshop
- Building/Engineering/STEAM
- Career Exploration (Mountain Lion Academy, Computer Tech, etc.)
- Fitness (Gymnastics/Tumbling, Yoga, Cheer, etc.)
- Sports Camps (volleyball, flag football, etc.)
- Bicycle Mechanics
- Transitional Kindergarten Boot Camp
- Cooking
- Creative Writing/Journalism
- Game Theory and Strategy
- Music & Movement (Acoustic Guitar, Glee)
- Storytelling and Puppetry
- Culture & Diversity (Travel the World, American Sign Language, Spanish, etc.)

3—Skill Building

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

FUSD students engage in skill building through the five student-centered elements of the district's ELO Program, listed above. In our first year of offering Enrichment Classes, there was a high degree of interest in classes such as cooking, gardening, woodworking, jewelry making, and other skill-based activities, so we make it a point to do outreach to school staff and community member experts who could offer more skill-based learning experiences for our students.

In addition to Enrichment Classes, the district's ELO Program's intercession days are organized into weekly themes. An example of the themes offered during summer session include:

Around the World: Pack your bags and grab your passports—our adventure Around the World is about to begin! We'll explore new countries through music, art, stories, food, and fun activities that celebrate global cultures and traditions.

Jurassic Park: Get ready to travel back in time to the age of the dinosaurs! We'll become paleontologists as we dig for fossils, learn about different dinosaur species, create dino-themed art, and uncover fun facts about these prehistoric giants.

Think Like an Engineer: Put on your thinking caps and grab your blueprints—it's time to think like an engineer! This week, we'll design, build, test, and improve as we tackle fun challenges using creativity, teamwork, and problem-solving skills. From bridges to towers to wild inventions, get ready to build big and think even bigger!

Space Expedition: Blast off into an out-of-this-world adventure! During our Space Expedition, we'll explore planets, stars, and galaxies far beyond Earth. Get ready to train like astronauts, build rockets, create cosmic crafts, and uncover the mysteries of the universe. It's going to be a stellar week of discovery and fun!

Artistic Inspiration: Get ready to unleash your creativity in our Artistic Inspiration adventure! This week, we'll dive into a colorful world of painting, sculpting, drawing, and music-making. Explore different art styles and famous artists, experiment with new materials, and discover how art and music can bring your imagination to life!

Our Natural World: Step outside and explore the wonders of nature! This week, we'll discover amazing plants, animals, and ecosystems. From leafy forests to sparkling streams, get ready for hands-on activities and crafts, nature walks, and cool science experiments that show just how incredible our planet really is!

Carnival: Step right up, ladies and gentlemen! This week, we'll enjoy games, crafts, music, and surprises that bring the festive spirit of the carnival right to us. Get ready to test your skills, create your own carnival games and treats, and celebrate with fun and laughter all around!

Olympics: Get ready to go for the gold in our Olympic adventure! This week, we'll compete in fun challenges, learn about athletes from around the world, and discover the history and spirit of the Olympic Games. Whether you're sprinting, jumping, or cheering on your teammates, it's all about teamwork, sportsmanship, and having a blast!

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 district's ELO Program planning process includes students on a planning committee and consults with the FDS Student Council. Communications to staff and community members include the input from the students to provide insight into what types of learning opportunities to offer based on the students' interests. Intercession staffing includes a partnership with our neighboring high school by hiring high school students as assistant counselors. Students in our program are routinely asked to participate in collaborative ways to improve the program and provide input on what materials and activities they would like to see offered. Students are also encouraged to participate in group problem solving.

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.

In consultation with the district's Child Nutrition Department, the ELO Program provides nutritious meals and snacks, highlighting the mealtime process as an important learning environment. During regular school days, two snacks are provided after school. During intercession days lunch and three snacks are offered throughout the day. Students are often involved in preparing their own meals, discussing nutrition and learning how to meal plan. This process is highlighted by the program's gardening activities with a farm-to-fork focus, so students will grow, cook, and eat the produce that they grow.

There are always a variety of physical activities offered including structured small group activities such as kickball, basketball, 4-square, volleyball, soccer and less structured activities and individual activities such as hopscotch, jump ropes, frisbee, climbing, and sliding. We would like to bring more gross motor activities to our program with painted blacktop activities and new equipment, as the budget allows.

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.

Our ELO Program is dedicated to empowering our students through the celebration of their diverse cultural and linguistic backgrounds. We believe that honoring and understanding our differences strengthens individual identities and fosters a more connected and equitable community. By providing opportunities to share, learn, and connect across cultures and languages, we aim to equip our students with the skills and confidence to thrive in a diverse world. We are committed to fostering a positive view of our differences while simultaneously highlighting the common threads of humanity that bind us together. This program aims to cultivate inclusivity, curiosity, and a deeper appreciation for both our unique identities and our shared human experience.

Students with disabilities who attend SDC classes have a long history of participating in all aspects of district programming, engaging with their general education peers. The ELO Program is no different. Our program serves many students with disabilities and they are integrated with their typically developing peers, usually without the need for any special accommodations. Universal Design is implemented to ensure that all students can access and enjoy our program offerings. Program leadership works closely with the district to proactively identify inclusive strategies and planning so that the program is available to all students. When appropriate and necessary, the program engages staff in professional development to further this goal.

7—Quality Staff

Staff Engagement

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

FUSD leadership has a strong commitment to invest in its learning community at all levels. This includes its ELO Program staff, many of whom work in the district/school educational programs in different capacities. Because we recognize the tremendous opportunities that ELO Program funding provides, and know that our educational partners are eager for the children in our community to have high quality choices for before/after school and summer experiences, we have and will continue to tap into the collective wisdom and creative resources of the Foresthill community, where many talents and passions exist. Clear systems for communication, evaluation, feedback, and development ensure that the highest of standards are in place.

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 ELO Program is fortunate to have a highly qualified team of counselors and assistant counselors working with students. Most of the counselors are also employed with the district as paraeducators, navigating wide range of student needs. Assistant counselors are often students from our neighboring high school who have completed the highschool's career path Teachers-in-Training concurrent enrollment course in partnership with Sierra College. The ELO-P Director has a masters degree in early childhood education and also serves as an adjunct professor of ECE Courses.

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 nonschool days. (See [EC Section 46120(b)(8)]).

The FUSD ELO Program is scheduled to offer two dedicated staff development days on nonschool days; one in August and one in January for the 2025/2026 school year. We also provide ongoing on-the-job coaching and opportunities for reflection and planning. Our training focuses on safety protocols, curriculum, team building and collaboration, behavior management, and positive discipline by providing a supportive environment and addressing challenging behaviors in a culturally sensitive manner.

8—Clear Vision, Mission, and Purpose

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

FUSD's ELO Program is built upon the district's mission to provide outstanding instruction and meaningful experiences to enable all students to reach their full potential in a safe, supportive environment. In expanding our current program, our vision is to connect our students with their world, open their minds to vast possibilities, and ignite curiosity, innovation, leadership, and stewardship for their community and the environment.

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.

We consider the ELOP / FDS partnership to be the cornerstone of success from which this program will be designed. The inclusive intention upon which FUSD's expanded learning opportunities program is built upon a foundation of partnerships with local and global businesses and professionals, as well as our neighboring high school staff and students. We are approaching this with a strategy of possibility.

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.

FUSD's ELO Program involves students and parents in our Enrichment Class selection committee which meets several times throughout the year to develop the Enrichment Class offerings. Students are also interviewed on an ongoing basis for input on interests in specific materials and activities. The ELO Program also actively participates in regional and state conferences and workshops, sharing ideas and collaborating with ELO Programs across the state.

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.

Our structure of 6 week cycles imbed a feedback loop which includes evaluations, ideas, and feedback from students, instructional leaders, and parents/family. Through this process, we build upon our strengths and identify areas where opportunities to grow and improve exist. Leaders identify and collect various data points from which to measure

satisfaction, growth, interest, engagement, safety, etc. Beyond the Foresthill community, program leaders actively engage with neighboring schools and districts to compare and collaborate on a more broad basis.

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.

FUSD's Expanded Learning Opportunities Program currently operates under a program director who collaborates closely with district and school administration, ELO-P participants, and an inclusive planning committee. This management structure serves the program well, and allows for capacity-building from within so that, as the program grows, new leaders will have the opportunity to advance. Systems which are being developed on the district and school side will continue to apply within our ELO Program. County and state-wide collaboration, professional development, and the sharing of best practices will strengthen this program as it continues to develop.

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?

Thus far, the ELO Program has been self-sustaining between funding from the state and private-pay fees. With reductions in the state funding for 2024/25, and anticipated additional funding cuts from the 2025/26 state funding, the district's budget planing, including for ELO Programming, is lean, while participation numbers continue to increase. The cost-share items in 2024/25 were modest, and focused on investments in shared outdoor spaces and equipment. In this way, most of the funding for ELO Programs are focused on direct services, experiences, and materials for participating students.

2024/25 ESTIMATED ACTUALS:

State Allocation: \$227,662.00

Local Fees Received: \$97,896.28

Staffing: \$303,655.64

Materials and Supplies: \$56,876.11

Cost Share Items: \$23,978.00

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

FUSD's ELO-P Director serves on the Superintendent's Cabinet which meets monthly to discuss budgetary, content, compliance, and quality issues among all district departments. Additionally, the Director, Superintendent and Business Manager meet bi-monthly to review and plan for budget and content. Finally, the ELO-P Director presents to the district board of trustees two time per year on the program to highligh successes and convey needs/concerns.

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?

No

Do you have a 21st CCLC Grant?

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.

FUSD does not have ASES, 21st CCLC or other similar program. The Kids Club/ELOP program will serve as the district's single, comprehensive program.

Transitional Kindergarten and Kindergarten

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

FUSD's ELO Program started with its roots in developing a program for our youngest scholars. It's current pupil to staff ratio is 10:1, which will continue as the program grows. Staffing for the 2025 summer is sufficient to maintain this ratio. FUSD has reached out to Foresthill High School to recruit staff for after school and summer offerings, and is developing a training and evaluation system to support young staffers in developing superb work ethics, communication skills, project development concepts and other strengths which will serve them well as they continue in the workforce. In this manner, the ELO Program benefits the community far beyond its TK-6th grade participants.

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?

FUSD's ELO Program offers two modalities for the submission of our program registration form— hardcopy and electronic via Informed K12. Once we receive a completed registration form, we enter the information into our childcare management system, Procure, and a hardcopy of the form is saved in our registration binder for our records. We also encourage families to submit the FRPM application at the time of registration, which we then pass on to our Lead Child Nutrition Specialist for processing. Each month families submit a participation calendar for their child, to inform our team of planned days of attendance so we can staff appropriately. These calendars are also available in both hardcopy and electronic forms. The hardcopies of the calendars are available for parents at both of our school offices and outside of the gym entrance at FDS with our Kids Club sign in/out kiosk.

FUSD has a very low (>1%) level of English learners. However, several staff members are multi-lingual and able to communicate with families whose primary language is Spanish.

Information about the ELO Program is provided with initial enrollment packets, at Back to School Night, during fall and spring parent-teacher conferences. Registration packets are available on the district website and in print on both campuses. The school secretaries on both campuses are available to assist any family who needs help with completing either the registration packet or the FRPM application.

In partnership with Mid-Placer Transportation, students have home-to-school transportation which also include transportation from the Foresthill Elementary School Campus to the Foresthill Divide School campus, where Kids Club has been housed.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

The FUSD ELO Program offers several field trip opportunities during the summer that will help our students feel more connected to their community and teach them to respect shared public spaces in addition to many other targeted learning. We support our local community pool with swimming outings each week that not only provides the students with excellent physical activity, but also teaches them water safety and lifesaving skills, science concepts in action such as physics and biology, social and emotional skills such as turn taking, team work, and overcoming fears while building confidence and resilience.

Trips to the local movie theater will offer students the opportunity to build their cultural literacy and media analysis skills, participate in career exploration, and practice etiquette and social skills while fostering community engagement with a local business. Our program also visits our local library and participates in their summer reading program, inspiring a love of reading and learning through various literature.

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.

FUSD has a sliding fee schedule for families who do not qualify for FRPM and who are not in a Foster Care program or experiencing homelessness. The sliding fee schedule is found on page 4 of the ELO-P/Kids Club Handbook at <https://docs.google.com/document/d/1cD4eETm-nvYVNrjRQqM9m4ZG-33CWNWDOayr9Wuvfyc/edit?tab=t.0>

Sample Program Schedule- Regular Schoolday

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

Before School program is from 6:00 am to 7:55 am. Students have access to free breakfast from the School Meal program during this time.

TK/Kinder

8:05-2:30 Instructional Day
2:30 – 2:45 Kids Club Check in
2:45-3:00 Snack/bathroom break
2:45 – 3:45 Enrichment (STEM/VISUAL/Art/Sensory)
3:45 – 4:00 Brain Break
4:00 – 4:30 LitArt
4:30 – 5:00 Outdoor Activity
5:00 – 5:30 Centers
5:30 – 6:00 Closing

1st – 3rd Grade

8:05-2:30 Instructional Day
2:30-2:45 Primary Check-In Kids Club
2:45 – 3:00 Snack
3:30 – 4:00 LitArt/Tutoring/Enrichment Activity
4:00 – 5:00 Enrichment (STEM/VISUAL)
5:00 – 5:30 Outdoor Activity
5:30 – 6:00 Closing (Indoor Games/Activity)

4th – 6th Grade

8:05-2:30 Instructional Day
2:30 - 2:45 Check-In Kids Club
2:45 – 3:00 Snack
3:30 – 4:00 LitArt/Tutoring/Enrichment Activity
4:00 – 5:00 Enrichment (STEM/VISUAL)
5:00 – 5:30 Outdoor Activity
5:30 – 6:00 Closing (Indoor Games/Activity)

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio

EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

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

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

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

Partners

EC Section 46120(b)(6):

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

Audit

EC Section 46120(c)(1):

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

Snacks and Meals

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

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

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

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

Staff Minimum Qualifications, Ratio

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

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

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

Program Components

EC Section 8482.3(c)(1)(A–B):

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

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

Third Party Notifications

EC Section 8483.4(b-d):

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

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.