

2025 Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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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:	Auburn Union Elementary School District
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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. Auburn Elementary
2. EV Cain School
3. Skyridge Elementary

Governing Board Approval Date:	June 13, 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.

Student safety is AUSD's highest priority. AUSD believes physical and emotional safety is critical in ensuring students are able to access academic, behavioral, and social-emotional learning.

The Expanded Learning Program will occur at each of AUSD's school sites. AUSD will offer a 9-hour extended day through three community partners: Boys and Girls Club, the Auburn Recreation District (ARD), and Champions.

Our partner organizations put safety at the forefront and have trained their staff, following local, state, and federal guidelines. Partner organizations are to report incidents with AUSD students directly to AUSD staff. In most cases, this would be the school principal. From the point of notification standard district protocols for incident reporting would commence. AUSD will maintain and provide safe facilities for ELOP programs on our school sites.

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.

Our community partners provide staff that serve as additional, connected adults that serve our students. They collaborate with AUSD staff when needs are determined and utilize common language students know from school related social-emotional learning such as posting Toolbox posters.

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 Expanded Learning Program will not replicate the instructional day, however, AUSD recognizes the importance of working together with students to create shared goals, a shared culture, and shared expectations.

AUSD's morning and afternoon program will consist of physical activities, snacks, individualized or small group instruction, and intervention support. Additionally, after school support will include academic work aligned to state standards in order to utilize ELOP time for attendance recovery. During summer session AUSD will offer summer school and, for qualifying special education students, extended school year. Following summer session programming students will have the opportunity to attend extended day programming through our community partners.

The following information outlines the missions of our community partners:

Champions programs set children up for success in school and in life. "We help children become young experts in the three critical areas that have the most impact on their future success: Social-emotional skills, like building relationships, becoming self-aware and making decisions, Executive-function skills, like getting organized, managing impulses, and staying focused, Inquiry-based learning, like using curiosity and creativity to guide their learning process. We even help them get homework done before they go home!" (Source: DiscoverChampions.com). Champions offers programs during summer, winter, and spring break.

The Boys and Girls Club programs and services promote the youth development strategy by instilling a sense of competence, usefulness, belonging, and influence – all in a fun and safe environment. "Our innovative programs are designed to engage our members in age-appropriate activities that support their academic success, provide expressive and artistic outlets, and help them develop strong, healthy bodies." (Source: Boys and Girls Club of Placer County website)

The Auburn Recreation District (ARD) Discovery Club operates on-campus facilities open every regular school day, including minimum days and PLC Mondays. ARD's CLUB program offers homework support, arts and crafts, sports and recreation, and healthy snacks. ARD's CAMP operates during summer and school holidays. Kids do projects, games, activities, events, sports, and creative adventures in a safe, fun environment with well-trained staff. (Source: ARD Before and After School Webpage)

3—Skill Building

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

The Expanded Learning Opportunities Program (ELO-P) has two main components. 175 days of extended day before and after care, offering up to 9 hours and 30 days of intercession during non-school days.

Extended Day description of before and after school program:

To ensure students receive a well-rounded program, a daily schedule will be developed outlining opportunities for homework, recreation, social play, thereby supporting the academic and recreational needs of AUSD students. In these programs you will see:

- Learning supported by academic support and development
- Linking school day learning with before and after school care
- Access to the arts
- Attention to safety, health, physical activity, and good nutrition
- Social time to play
- Interest-based activities

Extended Year Intercession Program:

Students will expand their ability to think creatively and apply knowledge of standards when participating in activities and instruction. Students will build on previously learned skills and standards. The intent of the intercession period is to ensure students continue to have access to small group instruction in core subjects, the arts, physical activity, and a variety of enrichment.

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.

AUSD students have an intentional role in program design. It is AUSD's intent to encourage students to build relationships, set goals, make decisions, develop skills, and practice leadership and life skills. In our programs, AUSD is committed to supporting our students in achieving academic excellence, developing the whole student in a safe and healthy environment, and cultivating a relationally rich culture by caring staff. We aim to challenge growth, provide

support, share leadership, and to support each individual student. Our programs are based on the interests and abilities of students and intentional teaching and learning. To ensure balance, we provide a daily schedule with opportunities for homework, recreation, and individual choice.

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 extended day and extended year programs promote student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

- Snacks that are served to the students in the program follow the national school lunch nutrition guidelines that apply to all food items served at school.
- The program may include nutritional and fun cooking activities, which both enhance the curriculum and assist the children in making healthy choices.
- Students will learn about positive behaviors and social emotional learning through role modeling, social skills practice, and positive interactions.
- Students are also instructed in and encouraged to learn responsible behaviors and accountability.

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.

Communication is vital to our success. AUSD utilizes Catapult, social media, email, marquees, and paper flyers to communicate. We also make certain that all communication goes out in both English and Spanish to ensure that all parents have access. Expanded learning staff maintain current contact information for all students enrolled or interested in enrolling in the program so that they can contact them at all times. All promotional materials for any application, program openings, or event are also advertised in all of the above ways in addition to flyers being posted in the office, in the classrooms, and passed out to teacher mailboxes.

We welcome all students interested in enrolling in the program into the program. If students have any special needs, we make sure to have open communication so that staff are well aware and are provided resources for serving those students. When enrolling students with disabilities, special education staff will support the staff members to ensure accommodations are in place for students. Only when we are at capacity students will be placed on a waitlist as we are limited by having enough staff to support our staff-to-student ratios.

Equity will be in place for all students to ensure equal access for all. The staff will look at each child individually to ensure all students have their needs met within the environment. Our program is open to all.

7—Quality Staff

Staff Engagement

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

It is the goal of AUSD and our partners to recruit, hire and retain high-quality staff focused on creating a positive learning environment, and providing ongoing professional development based on assessed staff needs. AUSD will offer district-run programs in addition to the programs our partners offer as outlined above.

Our partners, Champions, Boys and Girls Club and Auburn Recreation District recruit and retain their own staff.

The Boys and Girls Club prides itself on recruiting and retaining "Staff of dedicated individuals actively committing themselves to preserve the Club as a safe place for kids to learn and grow. Staff committed to the Youth Development Strategy of instilling in our members a sense of competence, usefulness, belonging, and the power of influence." (Source: Boys and Girls of Placer County website).

Champions is "committed to learning about and creating diverse, equitable, and inclusive spaces for all of our employees." Additionally, staff "enhances skills through yearly training and staff development opportunities." (Source: Discover Champions)

Auburn Recreation District recruits and retains staff who are:

- Experienced childcare professionals
- CPR/1st aid certified
- With fingerprint clearances

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)]).

Instructional aides in Auburn Union School District must meet the following minimum qualifications:

- Possession of a high school diploma or equivalent.
- Must meet ESSA (Every Student Succeeds Act) qualifications for paraprofessionals, which includes one of the following:
 - Completion of at least 48 semester units of college coursework; or
 - Possession of an Associate's degree (or higher); or
 - Passage of a district-approved paraprofessional assessment demonstrating knowledge of reading, writing, and math, and ability to assist in instruction.
- Must pass DOJ fingerprint/background clearance and TB test prior to employment.
- Strong interpersonal skills and the ability to work with students of diverse backgrounds and needs.

Staff Development

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

Auburn Union School District provides the following staff development opportunities to certificated staff:

- Three Staff Development Days (SDD) annually
- Dedicated Professional Learning Community (PLC) time is offered for staff one hour per week
- An Instructional Coach works across all school sites to provide real-time coaching and support as requested and/or needed
- Option PD is provided after school in the areas of supplementary curricular trainings, classroom management practices, and similar based on staff request and need
- Additional professional development as requested through a district-wide request process

Auburn Union School District provides the following staff development opportunities to classified staff:

- One Staff Development Day (SDD) annually
- One hour per week (during teacher PLC) during which targeted professional development and collaboration time is provided based on need
- Job specific training as needed (i.e. Non-violent Crisis Intervention for special educational paraprofessionals, active supervision for campus monitors)
- Additional professional development as requested through a district-wide request process

8—Clear Vision, Mission, and Purpose

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

Auburn Union School District, in collaboration with our families and community, is committed to:
Achieving academic excellence to prepare our students for careers of the future.
Understanding diversity is a strength.
Supporting a caring, experienced, and qualified staff.
Developing the whole student in a safe and healthy environment.

The expanded learning program will support AUSD's mission, vision and purpose. This program will put the child at the heart of every decision.

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.

Through the LCAP process families and students provided feedback on programming wants and needs via public comment, surveys, and participation in various educational partner committees such as DELAC and LCAP PAC. In this way, AUSD generated a plan to serve unduplicated pupils that considered the feedback of our community.

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.

Auburn Union School District has prioritized meaningful collaboration with community-based organizations (CBOs) and non-LEA partners in the design and implementation of its Expanded Learning Opportunities Program (ELOP). In the early stages of ELOP planning, the district held a series of listening sessions and planning meetings with key stakeholders done through the LCAP implementation process.

CBOs and non-LEA partners are fully integrated into the day-to-day operation and long-term planning of the ELOP program.

Their roles include:

Staffing and delivering enrichment programming before and after school, as well as during intersession periods.

Participating in joint planning meetings with AUSD leadership to align programming with district goals.

Data sharing and reflection cycles to monitor participation, effectiveness, and student outcomes.

Contributing to the recruitment and engagement of families to maximize access and impact.

Each partner has a clear MOU or contract that outlines deliverables, staffing requirements, safety protocols, and expectations for communication and coordination with school site teams.

Sustained Collaboration and Feedback:

AUSD maintains a structure for regular communication and joint evaluation with CBOs, including quarterly review sessions and shared planning for intersession programs.

Family and student feedback collected by partners is used to inform continuous improvement.

The district supports partners with facilities, access to resources, and professional learning opportunities to build capacity and strengthen program quality

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.

As part of our three year LCAP plan AUSD has tied metrics to all action items. Annual review of these metrics and reflection on progress toward established three year goals allow AUSD to make modifications to our programming to best meet the needs of our community based on data driven decision making.

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.

AUSD's approved ASES plan will be attached to this document for reference.

AUSD's policy manual can be accessed via the following link:

<https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36030515>

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?

Budget Categories and Justification

1. Community-Based Partners – \$1,000,000

To operate extended learning services across multiple sites and school breaks:

Three key partners (Boys & Girls Club, ARD and Champions) will receive shared funding.

Funds support:

Staffing (program leaders, aides)

Supplies and curriculum

Enrichment programs (STEM, arts, wellness)

Insurance and administrative overhead (as allowed)

Justification: Partners provide licensed and structured enrichment and academic supports aligned with student interests and family schedules.

2. Staffing & Personnel (District-Employed) – \$800,000

Includes salaries and benefits for:

ELOP Site Coordinators (classified or certificated)

Attendance Recovery Staff (certificated staff supporting students outside of regular hours)

Instructional Aides / Activity Leaders during intersession and after-school

Substitutes and floating support

Justification: Maintains safe staff-student ratios and ensures targeted interventions for chronic absenteeism and learning loss.

3. Facility Improvements & Utilities – \$550,000

Lighting, fencing, and storage upgrades for ELOP-dedicated spaces

Playground and after-school outdoor activity zone enhancements

Additional custodial support and extended utility hours for program operation

Justification: Ensures a safe and engaging physical environment that supports student health, safety, and supervision during non-core school hours.

4. Program Materials & Supplies – \$200,000

Curriculum for ELA, math, SEL, arts, and hands-on STEM

Sports, recreation, and wellness equipment

Technology and digital tools (e.g., tablets for enrichment or intervention)

Snacks and consumables for intersession and after-school

Justification: Provides equitable access to high-quality, engaging learning and enrichment materials that meet student needs.

5. Transportation – \$100,000

Late bus routes to support after-school access

Intersession transportation for targeted students

Justification: Addresses barriers for low-income and rural students to attend ELOP consistently.

6. Professional Development & Program Oversight – \$50,000

PD for aides and teachers on expanded learning strategies, SEL, and trauma-informed practices

Time for planning and collaboration with partners

Stipends for certificated/certified trainers

Justification: Builds program quality and ensures alignment with academic and SEL priorities.

Cost-Share and Allowability Compliance

All partner agreements include itemized budgets and clear deliverables to ensure cost allowability and documentation.

The district will perform routine monitoring and time and effort reporting for staff charged to ELOP funds.

Capital improvements are proportional to ELOP use and follow federal guidance on allowable infrastructure investments.

How the Budget Reflects Community Needs

Prioritizes access for unduplicated pupils: low-income, foster, and English learners.

Responds to family feedback requesting extended hours, engaging activities, and transportation.

Targets chronic absenteeism and learning recovery through weekend and vacation staffing.

Supports whole-child development through physical upgrades, SEL activities, and expanded enrichment.

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

AUSD ELOP Implementation Plan

1. Program Vision and Structure

Auburn Union School District is committed to providing high-quality Expanded Learning Opportunities that are safe, supportive, and enriching. The ELOP program will operate before school, after school, and during intersession to provide academic support, enrichment, and social-emotional learning for TK–6 students, with priority for unduplicated pupils.

2. Oversight and Coordination

The Director of Student Support oversees the ELOP implementation, supported by site administrators and designated site coordinators.

Site-level ELOP coordinators, including community partner organizations, monitor daily operations, maintain attendance, ensure compliance, and manage staff ratios.

Regular meetings between district and site leadership review progress, address challenges, and plan continuous improvement.

3. Staffing and Minimum Qualifications

Instructional aides and activity leaders meet AUSD’s minimum qualifications (high school diploma and ESSA compliance: 48 college units, AA degree, or paraprofessional exam).

All staff must pass DOJ fingerprint clearance, tuberculosis screening, and complete mandated safety training (including CPR/First Aid and mandated reporter training).

4. Health and Safety Compliance

Staff screening processes include:

DOJ fingerprinting

Negative TB test

Pre-employment references and credential/license verification

Ongoing health and safety training covers:

Emergency preparedness and response

Communicable disease protocols, as applicable

Injury prevention, safety drills, and wellness policy adherence

5. Maintaining Staff-to-Student Ratios

AUSD ensures ratios of 1:10 (TK/K) and 1:20 (grades 1–6) at all times.

Staffing plans are developed based on enrollment data and updated regularly.

Sites maintain a pool of trained substitutes to cover staff absences and ensure compliance.

Ratios are logged daily and monitored by site coordinators and reviewed by the district office weekly.

6. Equity and Access

Priority is given to unduplicated pupils (low-income, foster youth, and English learners).

Programs are free to eligible students and offered at all elementary school sites.

Translation services, culturally relevant materials, and transportation (when needed) are provided to increase participation.

7. Program Design and Enrichment

Activities include: academic support, visual and performing arts, STEM, SEL support, and physical fitness.

Alignment with the school day ensures continuity of learning and student engagement.

Community partners and school staff collaborate to enrich programming and support student needs.

8. Continuous Improvement and Accountability

Program outcomes are measured using attendance, behavior data, academic progress, and family feedback.

Stakeholders (families, students, staff) are engaged through surveys and advisory input.

Data is reviewed quarterly, and adjustments are made to enhance quality and effectiveness.

9. Fiscal Management

ELOP funds are budgeted, tracked, and reported according to state guidelines.

The district monitors spending to ensure alignment with allowable uses and program goals.

Any program expansion is carefully planned to ensure sustainability.

10. Communication and Reporting

ELOP offerings, schedules, and enrollment procedures are widely communicated to families in multiple languages.

The program is publicly reviewed during board meetings and through LCAP stakeholder processes.

Annual reports and data are submitted to CDE as required.

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
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.

AUSD, in partnership with the boys and Girls Club proposes to use the ASES grant compliance requirements as an overall program guide for our After School Education and Safety (ASES) program. AUSD intends to follow all program guidelines with each of our funding streams to develop one comprehensive and expanded learning opportunity to the greatest number of students possible.

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?

AUSD provides a district program for TK that is housed at all three school sites. A 1:10 ratio will be maintained for all classes beginning in 2025-2026 as required by Ed Code. All TK teachers are required to meet Early Childhood Education (ECE) certification through one of the avenues approved through California Teacher Credentialing and the CDE. Regular recruitment processes are followed to staff teachers and TK teacher assistants as needed. The curriculum used in TK classrooms is aligned to state standards and was approved by the Board following a pilot process and recommendation by staff.

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?

All materials for ELOP are distributed district-wide using common communication channels and are provided in English and Spanish. Interpretive services are also provided as requested and required by law. Enrollment for ELOP programming is open to all with a focus on serving unduplicated pupils first. Community partners register students based on available space. Transportation is provided if ELOP is not on a child's home school campus.

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.

AUSD has a field trip protocol that is to be followed for all potential trips. The process accounts for standards alignment as well as access and safety. Only non-instructional time field trips will only be charged to ELOP.

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.

Unduplicated students receive free access. While non-qualifying students can enroll at a fee outlined by each community partner, there is a waiver process by which any family can request district support for ELOP program costs.

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.**

Morning:

7:00-arrival begins

7:00-7:30-organized play

7:30-8:00- breakfast

8:00-teacher pick up

Afternoon:

2:15-2:45pm-arrival and planned outdoor activities, free play, organized sports

2:45-3:00-snack

3:00-4:00-homework help, intervention, academic support, SEL support, etc.

4:00-4:45-Planned outdoor activities, free play, organized sports

4:45-5:45-Enrichment projects

5:45-6:00- clean up and parent pick up.

Care will be provided during school breaks/intercessions

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.