

Spreckels Union School District (SUSD)  
Expanded Learning Opportunities Program (ELOP) Plan  
2025-26 School Year

Presented to the SUSD Board of Trustees on June 26, 2025



This program plan template guide is required by California Education Code (EC) Section 46120(b)(2).

## Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

**Local Educational Agency (LEA) Name:** Spreckels Union School District

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**Contact Title:** Superintendent

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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. Spreckles Elementary School

2.

3.

4.

5.

6.

7.

8.

**Governing Board Approval Date:** June 26, 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.

Spreckels Union School District is partnering with the Salinas YMCA to provide a safe and supportive environment for its Expanded Learning Opportunities Program (ELOP) for the 2025-26 school year. The students will remain on the elementary school site in existing portables. All YMCA staff are fingerprinted and trained in incident reporting. Students in the district's ELOP will follow the check in/check out procedures already in place for YMCA students. School site leadership will work directly with the YMCA personnel to oversee the ELOP program and ensure a safe environment.

### **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 district ELOP will include the three components required by the state: academic support, enrichment opportunities, and opportunities for students to exercise/play. The ELOP will incorporate existing Positive Behavioral Interventions and Supports (PBIS) in daily activities to support students' social emotional needs.

## **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.

District administration and ELOP staff will make it a priority to maintain weekly

communication with the YMCA in efforts to identify the material students learn during the school day or need to expand for the summer, this information is then utilized to plan for structured activities and additional academic support. Academic support provides students with small group or one-on-one support for those who have higher academic needs or simply require more time to complete their school work or close the learning gap.

The planning of educational enrichment activities will involve a collection of student, family, and site data that will drive the selection of educational enrichment activities. Student and family interest data will be collected through a google survey and/or feedback focus group where students and families will be able to select an interested club or activity. An initial survey was included in the district LCAP and ELOP program planning to identify educational enrichment focuses for the year. Additionally, community partnerships will be included to support the enrichment opportunities available for students in the Expanded Learning Opportunities programs. Programs that focus on computer science, STEM, physical education will be identified and supported through the Expanded Learning Opportunities program. Students will be given feedback surveys to monitor the implementation and continuation of program use at the end of year school year and intersession program.

### **3—Skill Building**

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

The Expanded Learning Program's educational and literacy element includes tutoring and homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday. Students are grouped into classes and activities according to grade level, ability level, and interests.

All ELOP program activities are intended to keep students motivated and actively engaged. Planned educational activities include math, ELA, Music/Art, STEM, physical activities, and other areas of student interest.

The district administration and ELOP staff will review the program with the YMCA and other stakeholders on an annual basis to make sure the program supports the district students' needs.

### **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 ELOP program consist of a TK-6th grade program at the elementary site. All students will divided into smaller groups led by an adult district staff or YMCA

member. Student input is critical to program design. Students will be provided multiple opportunities to provide input and feedback via surveys and focus groups and will be used to determine enrichment program selection and after school activities.. All students are given opportunities to develop their leadership skills through their participation in group projects.

Enrichment cycles will be developed, and students will have the opportunity to choose which enrichment activities they would like to participate in afterschool. The enrichment offerings will be aligned to the feedback gathered by the students within each grade level span.

## **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 ELOP will also educate students in how to live a healthy lifestyle. Our program educates our students on what it means to eat a balanced nutritional meal. Students are taught to make healthier choices when it pertains to their diet and they are taught the importance of exercise. Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. At no cost to program participants, all students will be provided with a healthy snack. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions. Additionally, programs and partnerships will be reviewed to offer students a variety of physical and outdoor options. A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more.

## **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.

Through a variety of activities, students develop a better understanding and appreciation of diverse cultures and their values. Staff will work to link activities to students' backgrounds, experiences, and knowledge. There is special attention to ensuring activities are inclusive of all students' and staff members' beliefs. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. Our students and staff will be given opportunities to share from their diverse experiences and backgrounds.

## **7—Quality Staff**

## **Staff Engagement**

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

The YMCA will provide full-time, trained staffing each day from 2:45-5:45 p.m. In addition, the district will recruit many of its own certificated staff to provide additional academic support to students. All staff will be vetted and trained in basic safety protocols.

## **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)]).

As a partnership, the YMCA will provide full-time staffing each day from 2:45-5:45. The YMCA establishes its own hiring criteria. For the layer of added academic support, the district will recruit and compensate many of its existing certificated staff.

## **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)]).

The district will collaborate with the YMCA to make sure all staff are trained in the best practices in after-school programming, including instructional strategies for struggling learners.

## **8—Clear Vision, Mission, and Purpose**

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

The SUSD ELOP vision is to provide a high-quality, safe and supportive environment that provides social emotional support, helps with educational needs and also offers fun and enriching activities in collaboration with our community to support all students enrolled in the district. The SUSD Expanded Learning Opportunity Program will provide a safe learning environment where student leadership and students' voice are valued and appreciated. Students will be given academic support to allow them to succeed at their highest potential. Students in the district's ELOP will have an opportunity to participate in an enriching visual and performing arts programs programs, physical fitness and health programs will focus on developing the physical skills needed to participate and excel in a variety of sports.



The ELOP program will engage all educational partners and ensure that its vision and mission go hand in hand and are reflected in the program goals and objectives based on educational partners input collected. The program will monitor progress towards its goals regularly and will continue to collaborate with all educational partners in the process of reviewing and modifying any currently or additional goals.

## **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.

Feedback was solicited from our stakeholders when developing the ELOP program. The district will collaborate regularly with the YMCA staff about program participation and goals. We will develop other collaborative partnerships to recruit enrichment providers that are formalized and clearly articulated through written agreements and are maintained through ongoing meetings and other systems of communication.

### **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.

n/a

## **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.

A variety of measures of student success will be monitored including school attendance, student achievement data and perception survey data, which will be collected from district administration, participating students, parents, participating teachers, and YMCA program staff. Surveys will be administered annually. Information gathered from the surveys will allow for program improvements that align our ELOP program to better meet the needs of our stakeholders and state priorities.

## **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.

n/a

## Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?

The ELOP budget for 2025-26 is \$207,081. \$84,000 is committed per MOU to the YMCA for up to 40 student slots in their extended afterschool program. The remaining budget will be divided between hourly compensation for district teachers who participate in the ELOP and other outside agencies brought in to enhance the ELOP's enrichment component, including an intersession.

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

The ELOP plan will be reviewed and discussed at quarterly meetings of the Board of Trustees.

<sup>1</sup> (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)

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

<sup>3</sup> (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

## General Questions

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

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

Do you have an ASES Grant? ☐ Yes ☒ No

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

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

n/a

### Transitional Kindergarten and Kindergarten

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

The district will ensure that all state mandated pupil-to-staff ratios are followed. The district will attempt to recruit from its own primary teachers pool to offer additional academic support.

### 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?

An ELOP invitation will be sent to all families of unduplicated students explaining the program and surveying interest. If there is more interest than space allowed per grade level, the district will use a lottery system and waiting list process. Priority will be given first to English language learners in the district.

The ELOP program will be held at the district's elementary school. No transportation will be provided.

## 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.

No field trips planned for the 2025-26 ELOP program.
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## 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.

n/a
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## 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.**

## **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.