

# Expanded Learning Opportunities Program Grant Plan, 2026-27



Program Plan Template 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).*

# Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

**Local Educational Agency (LEA) Name:** Growth Public Schools

**Contact Name:** Somer Lowery

**Contact Email:** [slowery@growthps.org](mailto:slowery@growthps.org)

**Contact Phone:** 916-394-5007

**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. Growth Public Schools

**Governing Board Approval Date:** June 22, 2026

**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.***

The Expanded Learning Opportunities Program offered at our school site strives to create a safe and supportive environment for our students, an environment that provides for all student needs including, but not limited to, developmental age appropriate needs, social emotional needs, and physical needs of our students. Student safety and well-being are the highest priorities and efforts are ongoing to implement and update best practices in collaboration with Growth Public Schools safety agencies.

A safe and supportive after school program at the school site has offered the space for students to build upon their peer-to-peer connections and relationships, to enhance their social skills. Connections are encouraged to build networks of positivity and to increase feelings of safety. The after school program provides social emotional learning to promote social skills and help build relationships with adult role models.

Safety procedures are highly important to our program(s), and are maintained and frequently reviewed. A few required training and procedures include: mandated reporting, CPR training and First Aid certifications in order to be employed by the program. All staff are highly aware of the exit paths and emergency procedures. They walk through these protocols during their training.

Drop off and pick up procedures are also in place in order to best support safety protocol. Parents are to call or text the direct program phone line in order to announce the arrival of their student before school hours. A staff member greets them at the door to let them inside the building and walks them to their designated program room. After school hours, parents/guardians are also required to text or call the program number in order to pick up their child. Students are only allowed to be released with authorized adults, identified through emergency contact forms during enrollment. Student attendance is tracked using an online software called airtable, which allows the staff to put the date and time for all students that are attending the program.

When addressing student injuries, staff will follow established protocols. The reporting and handling of the injury depends on the severity. If it is a surface level scratch, a minor fall, etc., we provide an “Ouch Slip” that details the injury and the care that was provided (icepack, band-aid, calm down area, etc.). This slip is taken home to parents. If it is an injury where a student took a hard fall, received a scrape that covers a greater surface of the skin, a cut that has excess blood, etc. an incident report is written up that details the injury, witnesses to the injury, what care was provided, and the next steps that were involved. Staff that is trained in first aid handle these injuries and provide care for the injured student. Head injuries result in a call home within the first five minutes of the incident.

Students are frequently monitored while they are present at the program. All staff will be expected to maintain a line of sight of all students. Students are continuously monitored by staff when they need to leave the program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff are all equipped with two-way radios to ensure prompt communication as part of emergency and staff procedures. In addition, the provided program contact phone number is given to all participating families in order to have direct contact with the program supervisor.

***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 EDMO program, which is held on-site, places a strong emphasis on creating a safe and supportive environment. All staff members, including our dedicated instructors, assistants, program managers and partner relations managers, undergo training as mandated reporters. This means they are well-prepared to identify signs of abuse or neglect, ensuring the safety of every student.

Simultaneously, our instructors and other on-site staff actively foster supportive relationships with students, providing mentorship and guidance. They are committed to open communication, creating an atmosphere where students feel comfortable expressing concerns or seeking assistance. By combining mandated reporting training with a focus on creating supportive relationships, we aim to cultivate an environment where the well-being of each student is prioritized and actively nurtured.

Social-Emotional Learning lessons are woven throughout our program, promoting empathy, understanding, and positive social interactions. These lessons include discussions and activities that celebrate diversity and encourage students to recognize and appreciate each other's unique qualities. By integrating SEL into our curriculum, we create an environment that values emotional intelligence and supports the social well-being of all participants.

## **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 Program learning staff will make it a priority to maintain strong and frequent communication with school administrators and teachers in order to identify the material students learn during the school day or need to expand for the summer. ELO-P components are aligned to school-wide goals and initiatives, curriculum, and evidence-based practices. This information is utilized to plan for structured activities and academic support.

The development of educational and enriching activities involves student and family input where they are able to share about their interests, which helps program staff to choose different engaging activities and projects for students to complete.

Social emotional and academic learning activities combined with STEAM projects and homework support enhance academic achievement. Connections between program leaders and their classmates who they normally may not typically interact with during the school day are valuable in enriching the lives of the students.

All students will have the opportunity to enroll for this program; during the recruitment and enrollment phase, families and students will be informed about the program and the enrichment that will be offered and available. Unduplicated students will have priority enrollment, and other students, if they are unable to participate due to capacity limitations, a waitlist will be established to ensure students are given a chance to enroll in the program when space becomes available.

### **3—Skill Building**

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

The GPS ELO-P program provides opportunities for students to experience skill building through the educational and literary elements incorporated in the program, which align with current curriculum students work with during the regular instructional day. The program will offer extension activities that provide content through engaging and educational activities that connect to the community in real world ways.

The planned program activities are based on the school site needs as well as student and community needs which address educational enrichment opportunities. Participating students will have the opportunity to experience, learn, and benefit from the world around them. By participating in this program, students are expected to boost academic performance, promote physical and mental health, and continue to participate in building and bettering the safe and structured environment. The goal is that students will develop positive behaviors and habits related to their academic and social emotional successes.

### **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 ELO-P program at Growth Public Schools is offered to students in all grade levels, and serves TK-8th grade students. All students are divided into age/grade level groups that are led by an adult staff member. Student input is foundational to the program design. Students are allowed open communication for feedback and requests about different after school activities.

Students are on a journey of self-discovery and it is our goal to foster that through the inclusive and authentic approaches to building the EDMO community that prepares them for the outside world. The SEL program and STEAM curriculum allow for opportunity to be curious and creative where the students are in control of what they make and their input.

## **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 ELO-P healthy choices and behaviors follow with the expectations and behaviors aligned with the Growth Public Schools wellness program including moderate to vigorous physical activity, nutrition education, social emotional learning, and healthy eating habits. Our school site program encourages healthy and balanced food choices, and highly encourages physical activity with lots of free play time outside to help students grow, learn, and thrive.

Students are encouraged to bring their own afternoon snacks from home; however, supper is available for all students, and provided for students who do not have snacks or would like extra snacks. Supper menus are available to all students through the school lunch program, and the menu is posted for student and parent information. The suppers provided are balanced to ensure the food and beverages meet the required nutritional standards.

Time is built into the schedule to ensure that students are participating in physical activity daily. Physical activities designed to improve motor skills, cooperation, and sportsmanship are available.

## **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-P program partner, EDMO, has three core values of inclusivity, authenticity and connection. It is their goal to create intentional and safe spaces where all people feel a sense of belonging. To ensure they are providing equitable care, they are constantly creating and reworking their program so that it is available and accessible to all students, regardless of learning style or background. In working towards their second value of authenticity, EDMO encourages students to embrace progress while encouraging both kids and team members to lean into curiosity and creativity. There is a high purpose placed on creating those safe spaces so all community members can show up to the program as their authentic selves. Throughout the program, EDMO staff creates opportunities for students and staff to collaborate in a multitude of ways while focusing on empathy, resilience, and integrity. They encourage students to work towards understanding their own impact on the world as well as the impact of others in their community and in the world.

In creating the EDMO program, they use a multi-layered approach so that students of all learning styles can access and develop difficult skills, while also focusing on the social and emotional skills. It is important to EDMO that they partner with organizations that provide equitable access to kids across the socioeconomic spectrum.

## **7—Quality Staff**

***Staff Engagement: Detail how the program will provide opportunities for students to engage with quality staff.***

Program staff are highly trained in all aspects of the ELOP program. Staff spend the first two days being given information about the structure of the program, how grouping works for students, and are provided their schedule of breakdowns for the day (snack, recess, academic time/SEL, and enrichment). They then spend a week shadowing instructors and sitting in on how to engage with their students, building relationships, and understanding and seeing the schedule being put into practice. It is important that they use this week to have the kids become familiar with the new staff addition so that when the instructor is alone with their group, bonds have already been established, trust has started to grow, etc. During the first week, new staff begin to prepare lessons for the following week, establishing their expectations with their group, and getting supplies ready for curriculum and academics.

There are different staff positions and job descriptions to ensure a high quality program.

The **Site Director** is responsible for overseeing all things pertaining to their assigned comprehensive program. The site director is expected to participate in pre-season training, and in-season program management, staff coaching, and student and parent interactions. The site director manages every aspect of the day to day operations of the program.

The **Site Assistant** is expected to train on every program role including Director. Site Assistants are responsible for filling in wherever they are needed. When they are not subbing for a staff role, they will assist the Site Director with operational oversight pertaining to our school site with a focus on coaching and mentoring other site staff.

The **Instructors** are responsible for teaching all curriculum for students in their program. They train on all EDMO Science, Maker, and Technology curriculum. Instructors are prepared for personal and professional growth, and classroom management practice. Each day, instructors will support students with their academics from the regular school day by providing engaging enrichment activities, and facilitating physical activity periods aligned with EDMO's company philosophy from existing outlines and practices.

***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)]).***

- Must be 18 years of age.
- Must have a High School Diploma or GED.
- Previous satisfactory experience working with groups of students.
- Completion or willingness to complete the Instructional Assistant Exam coordinating with academic level required for the position (Will waive requirement with proof of Bachelor's degree with coursework primarily in English, AA degree or completion of 48 college- level units). *\*Proof Required*
- Three positive work/character references.
- Must complete Livescan and TB test.
- Experience facilitating groups of children and/or working with youth programs

- Experience (and a love for!) working with kids
- High sense of responsibility and dependability
- Contagious enthusiasm and charisma
- Strong team player
- Creative, flexible, and excellent multi-tasker
- Willingness to solve problems, be patient, and remain positive and fun
- Classroom management and teaching experience is a HUGE plus
- Degree in progress in a related field and/or relevant experience

CORI policy and procedure:

<https://drive.google.com/file/d/1ycUvfS-4YUKUC9U7utXWWMrr6B1vAyoT/view>

Health screening:

<https://drive.google.com/file/d/1hCxPfxHuxJVYM0p04SHSnEXJwvd126kp/view>

### **Student-to-Staff Ratios for After-School Programs**

- For students in Transitional Kindergarten (TK) and Kindergarten, the ratio is maintained at **1 adult for every 10 students**.
- For students in Grades 1 through 8, the ratio also remains at **1 adult for every 20 students**.

***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)]).***

EDMO's staff training and development plan is thoughtfully designed to foster curious, courageous, and compassionate individuals while equipping them with the essential skills to effectively lead and support program delivery. The plan integrates comprehensive onboarding, continuous professional development, and hands-on learning experiences.

### **Key Components Include:**

- **Initial Training & Immersion:** New team members participate in an immersive introduction to *The EDMO Method*, the organization's proprietary social-emotional learning (SEL) framework.
- **Curriculum Training:** Staff receive thorough monthly training in all EDMO curricula, with a focus on STEAM and SEL content they will be facilitating.
- **Professional Development & Skill Building:** Ongoing monthly professional development opportunities are provided through structured in-season meetings and training sessions. Clear career development pathways support long-term growth within the organization.
- **Practical Skill Development:** Training emphasizes core competencies such as classroom management, leadership, communication, and problem-solving.
- **Social-Emotional Learning Focus:** SEL is central to EDMO's approach, with training designed to build these competencies in both staff and the youth they serve.

- **Support and Growth Culture:** EDMO is committed to nurturing staff potential through robust training programs, advancement opportunities, and a collaborative work environment.
- **Embodying the "EDMO Vibe":** Staff are expected to exemplify the "EDMO Vibe," which includes key SEL traits such as empathy, responsibility, initiative, collaboration, problem-solving, and emotional regulation.

In summary, EDMO's training and development plan goes beyond technical instruction, prioritizing the holistic development of staff to align with the organization's mission of empowering individuals and addressing opportunity gaps.

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

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

The ELO-P program engages in a community educational partnership with Camp EDMO. The vision and mission for EDMO directly align with the mission and vision of Growth Public Schools.

### GPS Mission:

*Our mission is to be a diverse, connected learner-driven community that prepares students-emotionally, socially, academically-to blaze their own paths in a changing world.*

### GPS Vision

*We envision a school system where people come first. As we strive to learn and grow as humans, we believe we will, in turn, develop a better world.*

### EDMO Mission

*We provide equitable access to out-of-school learning opportunities designed to help every person cultivate a sense of self, own their impact, and show up in the world with curiosity, courage, and kindness.*

### EDMO Vision

*We envision a more connected world where all people feel confident on their journey towards self-discovery and cultivate a deep sense of responsibility.*

## **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.***

In developing the ELO-P program plan, we collected input from our educational partners such as parents, community partners, school leadership and staff, and our students. Our primary collaborative partner is EDMO STEAM and SEL After School Program and Summer Camp. The partnership between EDMO and GPS works together to:

- fully implement the program plan
- maximize current resources and work closely with those who can provide additional resources
- jointly manage the work at the site

- determine means to continuously improve
- share accountability among partners
- explore how the partnership can serve as an advocate for the families and students

Each year, a Memorandum of Understanding (MOU) is created to define roles and expectations, organization, indemnification and insurance, and other terms of agreement between EDMO and GPS.

***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.***

A collaborative-based approach to the development and implementation of programs is used, building upon the available resources. This approach respects the strengths of parents, youth, and collaborative partners as key educational partners in the ELO-P program plan. Utilizing surveys, input will be gathered throughout the year from different partners.

The ELO-P program will collaborate with school site leaders to ensure that there is an integrated partnership between the school site and the ELOP/ASES programs. Potential community partners will continuously be engaged in order to sustain and expand the offering of services provided for students in the program. Partnerships will be developed with formalized and clearly articulated written agreements and are maintained through ongoing meetings and other forms of communication.

## **10—Continuous Quality Improvement**

***Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.***

The ELO-P will continue to utilize the established quality improvement approach implemented through the current ASES program. School and community needs will be identified through review and analysis of information and data sets from various sources, including community need assessments, state testing results, and the ongoing program self-assessment.

-Assessing the quality of the program by collecting data through various methods

EDMO does quarterly reviews where staff set goals for themselves and site leaders. The site assistant goes through each group to observe how the program is running and if they are meeting the goals/improvement in classroom/emotional management, etc.

Continuous improvement includes data and information provided by all partners including:

students, parents, staff, teachers, and school site staff.

**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.***

EDMO provides all instructors with a comprehensive Field Training Guide that outlines the organization's policies and procedures. This training is conducted prior to the start of both CASP and summer program sessions to ensure staff are well-prepared.

To maintain a safe and organized environment, EDMO utilizes an incident report tracker to document any incidents involving staff or students on site. Daily attendance is recorded using Google Sheets, and all family enrollments are managed through the official EDMO registration system.

Incident report:

<https://drive.google.com/file/d/16xAdQx06C08gVGVYxCbXopTPfxhQxTeL/view?usp=sharing>

Field guide:

[https://drive.google.com/file/d/1O7\\_nqfrnwkg-bBli7tkdW6vQ5XH6-XWl/view?usp=drive\\_link](https://drive.google.com/file/d/1O7_nqfrnwkg-bBli7tkdW6vQ5XH6-XWl/view?usp=drive_link)

***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?***

26-27 After School Budget		26-27 Intersession Budget		27 Summer Camp Budget		Total Contract Budget FY 26-27	
Category	Total	Category	Total	Category	Total	Category	Total
Direct Staff	\$256,109	Direct Staff	\$6,168	Direct Staff	\$46,333	Direct Staff	\$308,610
Direct Support Wages	\$21,202	Direct Support Wages	\$493	Direct Support Wages	\$3,746	Support Staff	\$25,441
Onboarding Costs	\$1,800	Onboarding Costs	\$0	Onboarding Costs	\$1,067	Onboarding Costs	\$2,867
Program Supplies	\$20,538	Program Supplies	\$600	Program Supplies	\$10,200	Program Supplies	\$31,338
Other Direct Costs	\$10,262	Other Direct Costs	\$205	Other Direct Costs	\$2,284	Other Direct Costs	\$12,751
Discounts	\$0	Discounts	\$0	Discounts	\$0	Discounts	\$0
Overhead/Admin	\$40,288	Overhead/Admin	\$971	Overhead/Admin	\$8,272	Overhead/Admin	\$49,531
<b>TOTAL</b>	<b>\$350,199</b>	<b>TOTAL</b>	<b>\$8,437</b>	<b>TOTAL</b>	<b>\$71,902</b>	<b>TOTAL</b>	<b>\$430,538</b>

The budget above represents a combination of ELO-P funding and family fees to support the expanded learning program. As you can see from this overview, we are allocating a majority of the funding to direct program costs to support families and kids in the programs.

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

EDMO and Growth Public Schools work closely together to ensure we have clear and consistent communication on all elements of program management. We meet monthly to review program operations and improvement opportunities. In addition, our Senior Program Manager conducts regular program observations and feedback cycles with staff to ensure all policies and procedures are being implemented appropriately and to the highest

standard. In terms of budget auditing, EDMO ensures every charge for the ELO-P program is supported with detailed tracking and documentation to show how it is being allocated to program operations.

<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 Transitional Kindergarten and Kindergarten programs will be maintained with a staff at a 10:1 student to staff ratio. The curriculum will reflect early childhood education and will include literacy enrichment and educational enrichment activities.

### 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 communication with families is conducted through the school's official platform, ParentSquare. This platform allows EDMO to share important information such as flyers, registration details (including dates, times, and links), and to respond to family inquiries via its messaging feature.

To ensure accessibility, all communication—whether digital or in print—is available in multiple languages. Translation support is also provided by EDMO's Customer Relations

team, who are available during program hours to assist families with questions related to registration, health forms, and authorized or emergency contacts.

In addition to direct communication through ParentSquare, EDMO engages in community outreach by running targeted advertisements on social media platforms. This helps increase awareness of program offerings and reach a broader audience.

All required forms and signature processes are managed through the EDMO registration platform, ensuring streamlined and secure documentation.

Please note that transportation services are not provided for CASP (Comprehensive After School Program) or summer sessions.

### **Field Trips**

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

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

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

Field trips are not currently included as part of the CASP or summer program offerings.

### **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.***

EDMO's CASP (Comprehensive After School Program) and summer programs are available to both ELO-P eligible families and fee-paying participants.

- **CASP Program Fees:** The CASP program is offered at a rate of \$375 per month, which includes both before and after school care. Intersession days—offered on designated staff professional development days—are available at an additional cost of \$70 per day.
- **Summer Program Fees:** The summer program is structured into four weekly sessions, each priced at \$400. No intersession days are offered during the summer, and therefore no additional costs are incurred beyond the session fees.

Eligibility for ELO-P is determined based on household and income information submitted through the enrollment packets provided by the school at the beginning of the academic year.

EDMO partners with Child Action to support families in covering program fees, this allows us to ensure all kids have access to the program regardless of their ability to pay. If a family does not qualify for Child Action or free program through ELO-P funding, they can reach out to EDMO to explain their need to have their fee-waived and our team will work to get them enrolled in the program for free.

**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.***

<u>AM Schedule Everyday</u>	
<u>6:15-6:30</u>	Arrive and prep area as needed
6:30-7:00	Calm activities, soft music, free choice
7:00-7:30	Activity, yoga/stretches, wake up/good morning songs
7:30-8:00	Clean up, grab belongings, affirmations, planned activity (themed), brain teaser, expectations
8:00-8:30	Breakfast, stay as needed, supervise
8:30-8:45	Gather items to return to storage

<u>PM Schedule Mon./Tues./Thurs./Fri.</u>
---

<b>TK and Kinder</b>		<b>1st-8th Grade</b>	
2:30-2:40	Pick up kids, check in with teachers	3:15-3:35	Snack
2:40-2:55	Snack in cafeteria	3:35-4:00	Physical Activity
2:55-3:15	Physical Activity	4:00-5:00	Academic Time
3:15-3:20	Expectations/Afternoon Circle	5:00-6:00	Enrichment Curriculum
3:20-3:45	Indoor Free Choice		
3:45-4:05	Academic Time		
4:05-4:20	Brain Break / Second Snack		
4:20-5:00	Curriculum		
5:00-6:00	Free Choice		

<u>PM Schedule Wednesday</u>			
<b>TK and Kinder</b>		<b>1st-8th Grade</b>	
1:30-1:40	Pick up kids, check in with teachers	2:30-2:45	Snack
1:40-2:00	Snack in cafeteria	2:45-3:30	Physical Activity
2:00-2:30	Physical Activity	3:30-4:00	SEL / Team Time
2:30-3:00	Indoor Free Choice	4:00-5:00	Academic
3:00-3:20	Academic time, expectations, school skills	5:00-6:00	Enrichment
3:20-3:40	SEL/Afternoon Meeting + Check in		
3:40-4:00	Brain Break / Second Snack		
4:00-4:20	Instructor Game Time		
4:20-5:00	Curriculum		
5:00-6:00	Free Choice, Music, Crafts, Games		

## Example Summer Day Schedule

Junior - Pink	9:15-9:30	9:30-10:15	10:15-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-2:50
<b>Leiani</b>	AM Rally	Enrich	Snack B15	Team Time	Enrich	Lunch B30	Quiet Time	Enrich	Game Time	Team Time B15@1:30	Enrich	Closing Circle
Prime - Green	9:15-9:30	9:30-10:45	10:45-11:00	11:00-12:00	12:00-12:30	12:30-1:30	1:30-2:30	2:30-2:50				
<b>Jackson Maker</b>	AM Rally	Game Time	Snack B15	Enrichment	Lunch B30	Team Time Caf B15@1pm	Enrichment	PM Rally				
<b>Grace Tech</b>	AM Rally	Game Time	Snack B15	Enrichment	Lunch B30	Team Time Office B15@1:15pm	Enrichment	PM Rally				
Max - Orange	9:15-9:30	9:30-10:45	10:45-11:00	11:00-12:00	12:00-12:30	12:30-1:30	1:30-2:30	2:30-2:50				
<b>Cindy Maker</b>	AM Rally	Enrichment	Snack B15	Game Time	Lunch B30	Enrichment	Team Time B15@2pm	PM Rally				
<b>Cynthia Tech</b>	AM Rally	Enrichment	Snack B15	Game Time	Lunch B30	Enrichment	Team Time B15@2:15	PM Rally				
LIT	9:15-9:30	9:30-10:45	10:45-11:00	11:00-12:00	12:00-12:30	12:30-1:30	1:30-2:30	2:30-2:50				
Vivian	AM Rally	Max Maker B15 @10:00	Snack Cafeteria	Prime Maker	Lunch COVERAGE	Max Maker B30@1:00pm	Prime Maker B15	PM Rally				
Pro - Blue	9:15-9:30	9:30-10:30	10:45-11:00	11:00-11:15	11:15-12:00	12:00-12:30	12:30-1:00	1:00-2:30	2:30-2:50			
<b>Chris</b>	AM Huddle	Enrich	Snack B15	Real Time	Enrich	Lunch B30	Hang Time B15@12:45	Enrich	PM Huddle			
<b>Violet</b>	AM Huddle	Enrich B15	Snack	Real Time	Enrich B30	Lunch COVERAGE	Hang Time	Enrich	PM Huddle B15@2:30			

## **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.