



ONTARIO-MONTCLAIR SCHOOL DISTRICT

Regular Board of Trustees Meeting

Thursday, June 26, 2025

LEARNING & TEACHING

Agenda Item

H 2.1-2

Expanded Learning Opportunities Program (ELO-P) Plan Guide

Board Approved: July 3, 2025

Expanded Learning Opportunities Program Plan Guide

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

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name:

Contact Name: Robert Gallagher

Contact Email: Robert.Gallagher@omsd.net

Contact Title: Assistant Superintendent of Learning/Teaching

Contact Phone: (909) 459-2500

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

Arroyo Elementary	Lehigh Elementary
Berlyn Elementary	Lincoln Elementary
Bon View Elementary	Mariposa Elementary
Buena Vista Arts-Integrated	Mission Elementary
Central Language Academy	Montera Elementary
Corona Elementary	Monte Vista Elementary
De Anza Middle School	Moreno Elementary
Del Norte Elementary	Oaks Middle School
Edison Academy	Ramona Elementary
El Camino Elementary	Serrano Middle School
Elderberry Elementary	Sultana Elementary
Euclid Elementary	Vernon Middle School
Hawthorne Elementary	Vina Danks Middle School
Richard E. Haynes Elementary	Vineyard Elementary
Howard Elementary	Vista Grande Elementary
Kingsley Elementary	Ray Wiltsey Middle School
	OMSD Online Academy

Governing Board Approval Date:

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 Ontario-Montclair School District (OMSD) is deeply committed to ensuring that all Expanded Learning Opportunities Program (ELO-P) environments are physically and emotionally safe, inclusive, and supportive for all students. To achieve this, all ELO-P activities take place on OMSD campuses, leveraging the familiarity and resources of students' home school sites while maximizing alignment with regular day safety protocols and expectations.

OSMD's campuses are secured with gated perimeters and controlled access points, and all ELO-P staff are easily identifiable by district-issued badges and uniforms. Safety practices are consistent with regular day operations and include daily attendance monitoring, emergency drills (fire, earthquake, and lockdown), and incident reporting protocols. Emergency supplies and communication tools, including radios and site-specific emergency response plans, are accessible at every program location.

Staff members are trained in CPR/first aid, emergency preparedness, Positive Behavior Interventions and Supports (PBIS), and trauma-informed practices. Each site maintains an emergency binder with up-to-date student information, contact numbers, and first-response protocols. Programs also implement monthly safety drills and evaluate performance to ensure continuous improvement.

Safe transportation practices are enforced for programs that extend beyond daylight hours, and families are informed regularly of program procedures, safety policies, and emergency protocols through multilingual communication.

OMSD is committed to a whole-child approach to safety—not only preventing harm,

but fostering environments where students feel known, supported, and empowered. This foundational commitment ensures that every student is ready to engage in learning and enrichment in a secure and nurturing afterschool space.

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.

OMSD's approach emphasizes relationships and responsive practices to foster a sense of belonging and predictability. Staff are coached to create welcoming spaces through culturally responsive approaches, consistent routines, and proactive behavior management. Staff build caring relationships with students through check-ins, morning circles, and daily transitions designed to support students' emotional needs.

To ensure equity and access, program administrators collaborate with school leadership, families, and community stakeholders to identify and address any safety barriers for students with disabilities, English learners, and other historically underserved populations.

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.

OMSD's ELO-P uses student, family, and staff input to craft engaging, hands-on enrichment aligned with student interests. Survey feedback from over 4,700 stakeholders informed offerings such as arts, STEM, athletics, and wellness. Programming supports learning and SEL without duplicating the instructional day.

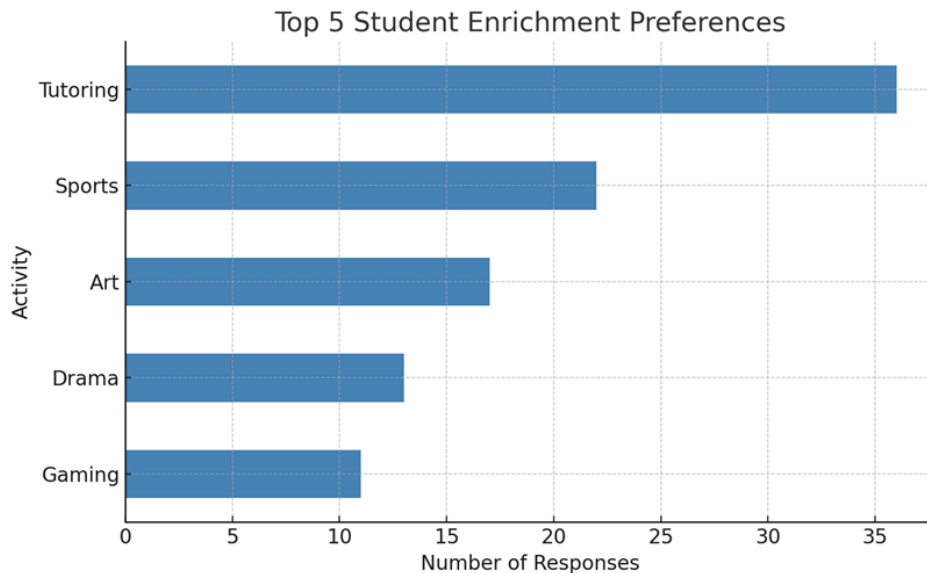
Student responses indicated strong interest in:

1. Sports
2. Gaming
3. Art
4. Music
5. STEM/Technology

To strengthen alignment with student voice and California's Quality Standards, site-based student leadership teams will co-design semester and trimester-long club menus and propose new activities through structured surveys and advisory sessions. All enrichment will incorporate intentional skill-building with rubrics and clear learning objectives.

Regular monitoring by Teachers on Assignment (TOAs) and site councils ensures offerings remain responsive to local needs and interests, with adjustments made through the PDSA cycle.

Below is a summary of the top 5 enrichment activities students expressed interest in through the ELOP survey:



3—Skill Building

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

The Ontario-Montclair School District (OMSD) is deeply committed to developing 21st-century competencies through its Expanded Learning Opportunities Program (ELO-P). A network of diverse and innovative community partners helps deliver high-impact learning experiences that foster creativity, critical thinking, communication, and collaboration. These experiences are intentionally designed to extend beyond the traditional classroom and cultivate essential life and academic skills.

Students engage in visual storytelling, cultural appreciation, and the fine arts through partnerships with Art in Wonderland and Artful Living with the Maloof Foundation. These programs offer professional artist residencies and introduce students to the world of gallery-based learning, encouraging imagination and expression. BAM! Brains in Motion Education combines movement with academics, helping students strengthen memory and literacy through active, brain-based exercises. This kinesthetic approach deepens comprehension and makes learning a full-body experience. Logical reasoning and strategic thinking are developed through Chess Wizards, where students learn the fundamentals of chess while building focus, sportsmanship, and patience. Physical wellness and perseverance are cultivated through fitness and athletic programs. Fitness Results and Junior Reign Hockey emphasize conditioning, teamwork, and confidence-building in supportive, structured environments. The Light Bringer Art Project allows students to explore digital animation and narrative design, offering them tools to communicate visually and create their own stories using modern media. Students learn how to build, program, and refine projects that promote perseverance, problem-solving, and technological fluency through our partnership with organizations like STEM Center USA

Through Step by Step Ballet Folklórico, students experience the joy of cultural dance. This program instills pride in heritage and teaches rhythm, coordination, and memory through traditional folklórico instruction. Finally, The DJ Coach opens up the world of music production and performance. Students develop public speaking skills, digital literacy, and confidence while learning the art and technology of DJing.

Together, these partner programs ensure OMSD's ELO-P offers dynamic, meaningful opportunities that nurture each student's skills, identity, and future readiness.

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.

OMSD prioritizes student voice through structured leadership pathways. Site-based youth councils will be formed to co-design and evaluate ELO-P offerings. Students will participate in interest-based focus groups and lead initiatives such as clubs, community service events, and peer mentoring programs.

Each site has student leadership opportunities supported by the site TOA or school site staff who facilitate meetings that capture youth voice sessions. At the yearly district-wide middle school congress held each February we will gather input and celebrate student-led success stories.

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.

ELO-P incorporates nutrition, physical activity, and wellness education into daily programming. All students receive nutritious meals prepared by OMSD Food and Nutrition Services. Activities promote social-emotional wellness, mindfulness, and healthy decision-making. ELO-P programs embed movement through structured play, fitness rotations, and opportunities for cooperative games that reinforce teamwork and responsibility.

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.

OMSD ELO-P provides equitable access through inclusive program design that honors student backgrounds, languages, and abilities. Activities are culturally relevant and staff receive training on equity, anti-bias, and accessibility. Translation services,

outreach efforts, and adaptations for students with IEPs ensure that all families can access and benefit from ELO-P programming.

7—Quality Staff

Staff Engagement

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

OMSD recruits and retains highly qualified staff who reflect the district's student demographics and bring expertise in youth development. Expanded learning opportunity programs are largely run by school district staff (both certificated and classified). The use of school site staff to run enrichment opportunities and interventions ensures that students are building positive relationships with staff who will be supporting them between the bells and will have a level of familiarity and comfort with the staff providing the program.

When specific skill sets or interests are not able to be provided by school site staff the District provides a menu of potential community based organizations that schools can choose from. These vendors are approved through the Districts Bidding process and have contracts that align their expectations for staffing with the Districts expectations for staffing. This includes meeting 10:1 (tk-k) and 20:1 (1-8) ratios, and on-going professional development.

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)]).

All Staff meet the Districts minimum requirements for instructional assistant. As defined in Administrative Regulation 4222 adopted by the Ontario Montclair School District Board of Trustees.

Staff Development

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

Staff development includes:

-PD on trauma-informed care, SEL, culturally responsive teaching, supporting the needs of students with special needs in the expanded learning program and supporting English language learners.

- Coaching cycles led by TOAs
- Meeting time between TOAs and Provider leads to plan and develop collaborative schedules
- Monthly collaborative planning time with site teams

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OMSD ensures that all schools have expanded learning Teachers on Assignment (TOA) to support the training and material needs of staff who are providing enrichment and intervention opportunities. This includes presenting at school site staff meetings, monthly meetings with staff and attending monthly district expanded learning professional development.

8—Clear Vision, Mission, and Purpose

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

OMSD's ELO-P aligns with the district's 2021–2026 Five-Year Action Plan and mission to prepare students to be engaged, compassionate citizens and critical thinkers. The program offers 9 hours of daily support (instruction + enrichment) and 30 additional days annually for intersession/summer learning. The vision is rooted in equity, access, and joy in learning.

The OMSD Expanded learning program has 5 key components aligned to the quality standards that were created in collaboration with educational partners

- OMSD's ELOP will enhance student's life skills through prioritizing fun and engaging activities allowing students to explore subjects that interest them.
- OMSD's ELOP will prioritize developing a framework for addressing logistics such as ingress/egress process and logging, room usage, scheduling, etc.
- OMSD's ELOP will prioritize student wellness through offering various high-interest activities, social emotional learning, and a nutritious meal.
- OMSD's ELOP will prioritize a catalog of programs that offer short-term and long-term options, including the opportunity to experience multiple activities in an after school session.
- OMSD will enhance the social emotional well-being of students through addressing the whole child through supporting children to be physically active, provide homework help/tutoring, and self-expression like art/journaling.

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.

Parents are engaged via surveys, advisory committees, and school site councils. Recent parent survey analysis revealed high demand for enrichment in the following

areas:

1. Sports
2. Arts
3. Music
4. Technology/STEM
5. Tutoring/Academic Support

Parent voice informs menu development and scheduling priorities. Additionally, each site will develop a mini action plan for its ELO-P offerings based on community needs and data reviewed during quarterly stakeholder meetings. In annual surveys educational partners are able to give feedback to both site and District Expanded Learning staff so that the program can continue to be responsive to educational partners needs.

Students help to develop the school site Expanded Learning offerings through ASB, student council and other student leadership opportunities where school sites gather input from students about school offerings. The Athletics and Activities department meets annually with school site based Expanded Learning TOAs to identify individual school sites needs and large District trends based on parent, teacher and student input.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The district partners with after school providers, city agencies, arts organizations, and mental health providers to deliver comprehensive services. Parents are engaged via surveys, advisory committees, and school site councils. Recent parent survey analysis revealed high demand for enrichment in the following areas.

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.

OMSD implements a robust Continuous Quality Improvement (CQI) model grounded in the Plan-Do-Study-Act (PDSA) cycle, inspired by best practices from districts like San Bernardino City USD.

Each site conducts a Quality Self-Assessment using the California Quality Standards for Expanded Learning and the QSAT. Site teams—comprising ELO-P TOAs, site coordinators, provider partners, and administrators—analyze data from student surveys, participation rates, behavioral indicators, and academic supports to develop 1–2 SMART goals annually.

Implementation is tracked through site-based CQI binders or digital portfolios, which include data snapshots, adjustment logs, and student feedback. Mid-year and end-of-year reflection points enable site teams to review progress, refine practices, and share results with stakeholders. All goals are equity-informed, ensuring analysis of participation and outcomes by grade, race, ELL status, and SPED designation.

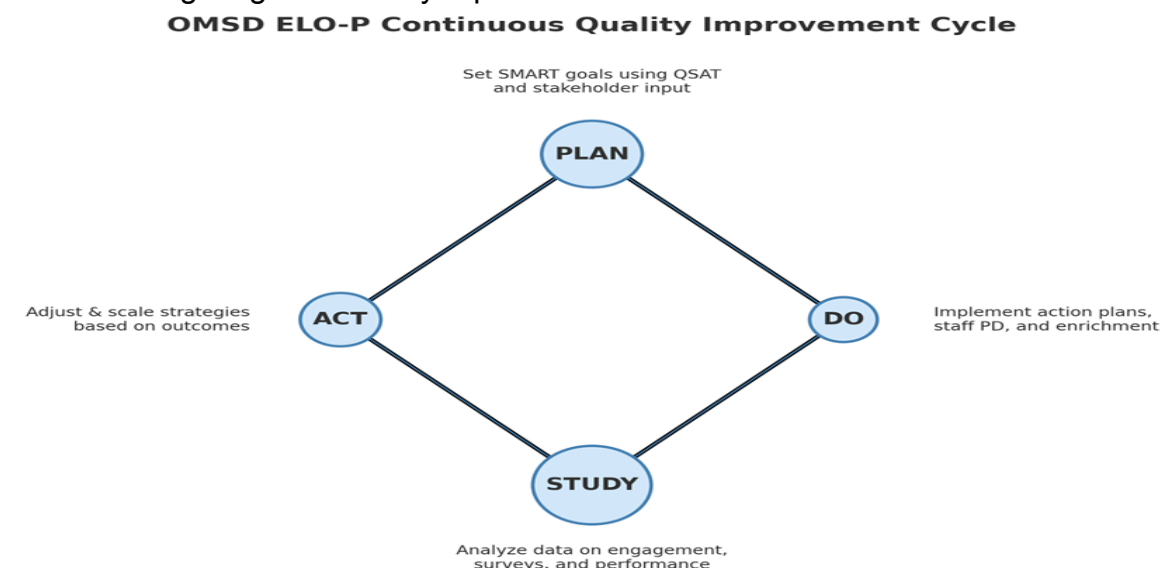
Professional development is intentionally aligned with CQI findings. Staff receive quarterly PD in culturally responsive practices, trauma-informed support, and SEL integration. ELO-P TOAs coach teams in analyzing and responding to CQI findings.

Districtwide, a CQI calendar outlines key milestones:

- August: QSAT and SMART goal setting
- January: Mid-year data review and action adjustments
- May: Final analysis and goal review presented to district leaders and stakeholders

This system ensures that all decisions are informed by data, driven by stakeholder voice, and aligned with OMSD's strategic goals for whole-child development.

The following diagram visually represents the OMSD PDSA-based CQI model:



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.

The Ontario-Montclair School District (OMSD) manages its Expanded Learning Opportunities Program (ELO-P) through a collaborative and data-informed approach that ensures operational excellence, accountability, and alignment with district priorities. Program management is overseen by the district's Athletics and Activities Director, and Expanded Learning Coordinator, who works closely with Teachers on Assignment (TOAs), site administrators, and after school providers:

- Think Together
- Montclair After School Programs (MAP)
- Champions
- Middle Tree
- Beyond the Walls
- Elevo

OMSD ensures clear and consistent communication through systems for student registration, daily attendance, and family engagement. Electronic attendance tracking tools such as the Q system support real-time monitoring. All student data is maintained in accordance with FERPA guidelines and is accessible to authorized personnel for the purposes of continuous quality improvement (CQI).

The district maintains a comprehensive Expanded Learning Handbook that outlines program expectations, safety protocols, communication standards, and site responsibilities. Each site follows standard operating procedures to ensure consistency across the district. ELO-P programs are included in site-level planning processes, with site coordinators and principals reviewing program data to align enrichment activities with student needs and site goals.

OMSD provides ongoing professional development and technical assistance to site staff, including training in safety, cultural responsiveness, behavior support, and enrichment facilitation. Monthly meetings with ELO-P TOAs and provider leaders focus on implementation challenges, improvement plans, and best practice sharing. Site walk-throughs and program audits are conducted to ensure program fidelity and effectiveness.

Fiscal oversight is centralized at the district level, with budgets aligned to ensure compliance with California Department of Education (CDE) requirements. Expenditures are tracked and reported in accordance with state guidelines, and funds are used to maximize direct services to students.

Program success is measured by multiple metrics, including student participation rates, enrichment engagement, stakeholder satisfaction surveys, and site-level CQI data. OMSD leadership uses this information to make data-driven decisions that

strengthen program delivery and outcomes across all school sites.

The district is committed to continuous improvement and stakeholder collaboration, ensuring that the management of ELO-P reflects OMSD's mission to serve the whole child through equitable, safe, and engaging learning environments.

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?

The OMSD ELO-P program is designed to meet the needs of the community through community based partnerships and educational partner input. The Athletics and Activities Department will update educational partner feedback yearly through the use of a partner survey that will ensure that OMSD ELO-P aligns to the needs and interests of the community.

Series/Object	Program Budget
1000: Certificated Personnel Salaries	\$5,296,121.00
2000: Classified Personnel Salaries	\$3,894,529.00
3000: Employee Benefits	\$3,965,660.00
4000: Books and Supplies	\$1,301,100.00
5000: Services & Other Operating Expenditures	\$2,734,750.00
5100: Subcontracts and Agreements	\$14,375,443.00
6000: Capital Outlay	\$-
7000: Indirect Costs	\$1,723,592.00
8000: Revenues	\$32,339,182.00

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

OMSD business services will ensure that ELO-P will follow all laws and procedures related to bidding, purchasing and payroll expenses. Additionally OMSD ELO-P programs will be audited yearly using the CDE audit guidelines for ELO-P.

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? x Yes ☐ No

Do you have a 21st CCLC Grant? x 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.

OMSD Considers the expanded learning program to be one comprehensive program that includes funding from multiple sources, Expanded learning, ASES and 21st Century included. ASES and expanded learning funds are used in conjunction to increase the availability of spots in after school provider programs to ensure that all students are able to take advantage of the after school programs for 9 hrs per day and 180 school days. In addition to the school year, expanded learning and 21st century funds are used to ensure that there is a robust summer program that allows all students to enroll in a local summer program that meets their social, emotional, physical and academic needs. These summer programs run for 30 days beyond the school year and are 9hr programs. In order to achieve a 9hr daily program the OMSD summer program is a hybrid that is run by OMSD staff for the morning portion and provider programs for the remainder of the afternoon. Both portions of the program are open to all students.

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?

OMSD uses the after school provider programs to ensure that students in TK-K have a 10:1 staffing ratio for all after school programs. Provider contracts are written such that the staff supporting TK-K students have additional training in working with younger students.

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 expanded learning enrollment forms are available in digital and paper forms and are translated into Spanish. Forms can be translated into additional languages upon request. Expanded Learning TOAs advertise enrichment and intervention opportunities at the school sites using the schools digital communication platform and flyers that are delivered to all students. Once a student has expressed interest in a particular club, activity or intervention parents are notified and must sign the OMSD activity release form which gives their consent for the student to participate in the after school opportunity. All activity release forms are stored at the school site in a secure location until the end of the school year, when they are converted to digital copies and disposed of. Parents can also come to the school site office to speak to the TOA or other support staff to ensure enrollment in the program. After school providers also provide digital and paper copies of their registration forms.

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 an integral part of the expanded learning program in OMSD. Students are given the opportunity to enhance their afterschool experience through the real world hands-on learning. Field trips will be determined by school site Expanded learning TOAs and are meant to be culminating activities that expand on learning done within the afterschool program. It is the expectation of the OMSD Athletics and Activities Department that all schools provide field trips as a part of their after school program where they are appropriate and aligned to learning and or experiences in the after school program.

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.

NA- OMSD Does not charge Fees for Expanded Learning Services

Sample Program Schedule- Regular School day

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

Regular School Day Sample Schedule:

- 7:30 - 10:30 TK/K Instructional Day
- 10:30 - 11:15 TK/K Lunch
- 11:15 - 12:15 TK/K Instructional Day
- 12:15 - 2:30 TK/K Intervention/Enrichment (Gap Time)
- 2:30 - 5:00 ELO-P Program with Grades 1-6 (When fully implemented)
 - On site providers will offer (academic interventions, physical activity, and enrichment)
 - Additional Enrichment and academic clubs will be offered by school site staff

Summer School/Intersession Sample Schedule:

- 7:30 - 8:00 Breakfast
- 8:00 - 8:30 Opening
- 8:30 - 9:30 Rotation #1 (VAPA, Sports, Academic)
- 9:30 - 10:30 Rotation #2 (VAPA, Sports, Academic)
- 10:30 - 11:30 Rotation #3 (VAPA, Sports, Academic)
- 11:30 - 12:15 Lunch
- 12:15 - 5:00 ELO-P Provider Summer Camp Model (Schedule to be determined by specific providers.)

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.