

2026 Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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Sacramento, CA 95814-5901
916-319-0923



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

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

Name of Local Educational Agency or Equivalent:	Helendale Elementary School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Helendale Elementary School

Governing Board Approval Date:	February 12, 2025
Review/Revision Date:	
Review/Revision Date:	

Purpose

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

Definitions

“Expanded learning”:

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

“Expanded Learning Opportunities”:

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

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

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

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

Approving and Posting Program Plans

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

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

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

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

1—Safe and Supportive Environment

Physical Safety

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

The ELO program (ELO-P) is located on the Helendale Elementary School campus, providing continuity with the regular school day and eliminating transportation barriers. It aligns with Positive Behavior Intervention and Support (PBIS), ensuring physical safety through structured environments, quarterly safety reviews, and emergency drills. Staff training includes CPR, first aid, incident reporting, and maintaining health records. Emergency contacts and student health details are accessible via the Student Information System (SIS), and incidents are documented and communicated effectively.

The staff treats students in a fair and impartial manner by modeling the appropriate behaviors of teachers and support staff when leading activities with students. “Positive Discipline” is used to redirect students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented simple, clearly defined rules that align with the regular day, but are flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with the regular day site staff is supported so that the needs of students with special needs are not only known, but appropriately supported. We expect all students to maintain a safe and respectful learning environment for themselves and others. Failure to comply with this policy may result in the following consequences:

- Verbal Warning
- Loss of special activity privileges/recess
- Written referral
- 5 referrals result in 1 week suspension from ELO-P
- 2 additional referrals results in removal from the program

Our ELO-P will be structured to ensure the goal of our district in providing a safe and supportive learning environment for our students that meets their developmental, physical, and social-emotional needs. Our program is designed to incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All staff will be provided opportunities to be trained in safety and first aid.

Additionally, staff will complete incident reporting training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. All incidents that impact safety will be documented in our Student Information System (SIS), to include emails and phone calls. Staff will have access to our SIS to ensure they have current emergency contacts for students. It will align to the school safety procedures already in place, including for emergency and safety drills. Safety drills will take place monthly.

Since our Expanded Learning Program is located on our campus, we consider the program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate.

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 program fosters an emotionally supportive environment through "Positive Discipline" to guide behavior and build responsibility. Social Emotional Learning (SEL) is integrated, focusing on self-awareness, social awareness, and relationship skills. Student input shapes enrichment and SEL activities, ensuring alignment with emotional and social needs.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The program supplements regular instruction with activities aligned to academic needs while avoiding duplication. Students access Chromebooks and online platforms to bridge learning gaps. Activities include ELA, math, social studies, science, physical education (including hula hoops, jump ropes, volleyball, basketball, Gaga Ball, etc.) incorporating group work and SEL to promote holistic development. Students have opportunities for engagement through enriching clubs with input from staff, administrators, and students guiding program offerings based on survey responses. Examples of possible club offerings include culinary club, choir, gaming club, band, journalism, drama, and photography.

The ELO-P Coordinator will seek input from school staff, administrators, parents, and students. The ELO-P Coordinator will meet with administration regularly throughout the school year to ensure alignment with academic needs. To promote student engagement and retention of students in the program, we will incorporate student input in the planning of educational literacy and enrichment activities with the intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

Possible Academic Enrichment activities based on school need include:

- Homework Assistance - All subjects
- Mathematics Enrichment Activities
- English Enrichment Activities
- Social Studies Enrichment Activities
- Science Education and Technology

Extended Club Possible Enrichment offerings include:

- Science and Technology: (i.e.: Robotics, Game Club, etc.)
- Visual and Performing Arts (i.e.: Photography, Drama, Art etc.)
- Reading Club
- Journalism Club
- Band

Recreational Components include:

- Aerobic exercise (i.e.: GoNoodle, Would You Rather, Mindfulness videos) and physical fitness/nutrition education
- Team Sports: (i.e.: track and field, basketball, soccer, etc.)

3—Skill Building

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

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic support is provided for each student based on their needs and supports achievement in English Language Arts and mathematics. The program provides small group academic support based on academic needs and in consultation with school data, teachers, parents and students.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Activities are aligned with Common Core Standards and are based on instruction in the regular school year. Enrichment supports retention by engaging students in fun, interesting activities; while promoting thought-provoking discussion, and building cooperative skills that will contribute to future success. Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy, learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career.

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.

Helendale Elementary's ELO-P has actively involved students, staff, and parents in designing academic, enrichment, and physical education services offered in the program. This has been done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. Input was taken from students, school staff, and parents and was used in the development of the program. ELO-P staff participated in planning meetings using this feedback and other data points to determine the key student leadership activities to be provided. This is a high priority for the program, and the expanded learning program will welcome school-related extracurricular activities in the program as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

In addition, ELO-P conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance with our afterschool program partners when new priorities or needs are identified.

We will use the data gathered annually to inform the design of our ELO program and program priorities.

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.

Through structured physical activities students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills in both recreational and physical activities.

The health and safety of all students begins with students attending the ELO program before school starts. Before school starts, students are provided with a healthy snack and engage in enriching activities such as brain break, crafts,

jeopardy games, and stem buckets. A smooth transition from the ELO program to regular school day takes place with breakfast being served to all students. Another transition then takes place at the end of the regular school day with students attending the ELO program. Student attendance is taken in the morning and then again in the afternoon, as not all students attend both sessions. Attendance is monitored and tracked. ELO-P staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in the before and after school program classes.

Nutritious snacks are provided daily for every student in attendance (Supper provided to the students that attend in the afternoon session upon request). Helendale School District staff selects the snacks served in the ELO program. Examples of snacks served include cheese sticks, fresh fruits, or fresh vegetables.

A quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community. Examples of activities include soccer, basketball, dancing, volleyball, hula hoops, jump ropes, gaga ball, and stretching.

Social-Emotional Learning (SEL) and mental health are also components of ELO-P. Our students and staff practice mindfulness, meditation, and other SEL strategies to incorporate during the time within the program. Additional activities and strategies are implemented throughout the program, such as restorative practices, reflection writing, etc.

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.

The program implemented at Helendale Elementary School will predominantly serve Hispanic or Latino students and families, as well as diverse students from other backgrounds that include white, African American, American Indian, Asian, Pacific Islanders, Filipino, and Multi-Ethnic. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures.

The specific goal of services is to provide a program that sparks dynamic interests of students. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Staff will actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

We have a strong and explicit commitment to diversity and equity for all students served. The program will gather additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. Working with teachers and administrators, program staff will implement useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

7—Quality Staff

Staff Engagement

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

Helendale School District ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all staff have the required credential requirements or college credits/proficiency in mastery of ELA and math competency testing. To further confirm, Helendale School District administrators are involved in the interviewing process for ELO program staff and will confirm eligibility.

Staff members are primarily from the existing pool of regular school district employees. Hiring notices are posted at the district office and all school sites. Job openings are also posted in EdJoin and posted on the district's social media accounts.

Helendale School District hired a site-level Expanded Learning Coordinator to oversee the staff and management of our program. This position will require leadership skills and demonstrated success working with students and families in an academic or recreational setting.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Instructional aides meet LEA requirements, including health and safety screenings and academic competency. Staffing ratios comply with regulations (10:1 for TK-K and 20:1 for grades 1-6).

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)]).

Professional development days provide training in motivation, intervention, and enrichment strategies. Staff engage in continuous improvement to enhance their ability to support students' diverse needs.

8—Clear Vision, Mission, and Purpose

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

District Mission: We, the parents, community, and staff of the Helendale School District, believe that young people can be taught to be lifetime learners and competent citizens. We are partners in providing our children with an understanding and appreciation of the past and present, as well as preparation for the future. We will focus on effective instruction that reflects our local history, concern for the environment and belief in a strong academic curriculum. We will work to ensure a safe and orderly environment, sound fiscal management and a belief that the size of our district enhances rather than limits our possibilities.

School Vision: To ensure that the academic, behavior, and social-emotional needs of ALL students are supported through tiered interventions to produce college and career ready students.

ELO-P Vision: Expanded learning means before school, after school, and summer session learning programs that focus on developing the academic, social emotional and physical needs of students. We offer a hands-on, engaging and fun

environment where students will acquire the skills and knowledge to meet and exceed learning standards. Our goal is to bridge the learning gap and reverse the effects of learning loss.

Our Purpose:

1. Provide a safe, healthy environment, both physically and emotionally for students after school and when school is not in session.
2. Support student academic achievement through academic and enrichment activities that are aligned with the regular school day.
3. Provide programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace.

The needs of the community, students, parents, and school were identified through various sources; annual staff, parent, and student surveys. Once the needs are identified by the site administrators and site coordinator, then the focus of the program is established along with the target groups.

The Program offers an academic support component, healthy fitness component and recreational enrichment component. The academic support component consists of homework assistance and intervention in the focus area chosen by the school site and its specific grade level. The healthy fitness component consists of physical fitness and education along with a healthy snack. The recreational enrichment component consists of STEM activities, clubs, and much more.

Program Goals:

1. Academic Support: To assist in filling in the learning gaps.

Objectives: (1) Communicate with teachers about academic areas needing to be supported and incorporate similar activities after school. (2) Review quarterly benchmarks for ELA and math.

Services/Activities: Focused homework assistance, reading book club, and STEAM activities

2. Educational Enrichment: To enhance academic improvement through hands-on activities. Develop the interpersonal skills necessary to be successful personally and academically.

Objective: (1) Align enrichment clubs with educational standards being taught.

Services/Activities: Robotics club, photography club, game club, and band

3. Athletics/Recreation: To promote student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

Services/Activities: SEL activities, PE activities, and assign rotations for all students to participate in different sports.

4. Youth Involvement and Development: Create a community of responsible citizens and provide parents with information about the ELO program instructional activities.

Objectives: (1) Set up Class Dojo for ELO-P parents to receive information and connect them with program objectives.

(2) Create a monthly/quarterly newsletter informing parents what took place in the previous month/quarter.

Services/Activities: Class Dojo, and newsletters.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Feedback from parents, students, and staff via surveys informs program design. Communication tools like DoJo and newsletters keep families engaged throughout the year.

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.

HSD has a longstanding partnership with the Community Service Department (CSD) and the Silver Lakes Association (SLA). Both entities work closely with the district to provide students in the community opportunities to participate in the community activities. We will continue to work closely with them to provide students more opportunities to participate in the community activities during the Summer Session.

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.

Helendale Elementary will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

Data will be tracked to measure student success to include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, HSD will use a number of data tracking and monitoring procedures. HSD will collect attendance data, conduct site visits, and program monitoring and technical assistance routinely. Attendance data is collected on a weekly basis by the ELO-P Coordinator.

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students.

In addition, the ELO-P Coordinator will use the data received to make possible changes to the yearly plans. The School Administrative Manager will meet with the ELO-P Coordinator regularly to ensure the needs of the program are being met. HSD Administration will meet annually with HES administration and the ELO-P Coordinator to review the Program Plan. This includes regular on-site visits. The ELO-P Coordinator will meet with the site Principal and SAM twice per year to review the plan.

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.

Enrollment, attendance, and health documentation follow strict policies. Attendance below 80% triggers parental outreach and potential program removal.

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 budget ensures alignment with student and community needs, avoiding duplication and optimizing resources across funding streams. Activities focus on addressing learning loss and promoting equity.

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

The Helendale Elementary School Expanded Learning Opportunities Program (ELO-P) ensures proper implementation of program requirements through structured oversight, clear policies, and collaboration across all levels of administration, staff, and community partners:

Oversight and Management

1. Leadership Structure:

- An Expanded Learning Coordinator is designated to oversee daily program operations. The Coordinator will provide guidance, support, and training to program staff while ensuring the program remains aligned with established goals and expectations.
- School Site Administrators and the District Office maintain a collaborative relationship through regular meetings to address program needs and ensure implementation aligns with school-day instruction.
- The School Administrative Manager (SAM) and the Principal provide targeted support and regularly review program progress.

2. Regular Monitoring:

- Attendance Tracking: Daily and monthly tracking ensures active participation. Students with attendance below 80% are addressed via parental outreach, and further intervention may result in removal from the program.
- Site Visits: Regular visits by district administrators and ELO-P leadership evaluate adherence to program goals.
- Data-Driven Adjustments: Academic and behavioral data, including benchmarks for ELA and math, inform program improvements.

3. Compliance with Regulations:

- The program maintains required staff-to-student ratios (10:1 for TK-K, 20:1 for grades 1-6) by recruiting and retaining qualified personnel.
- Regular health and safety screenings and credential verification ensure staff readiness.

Staff Development and Training

1. Professional Development Days:

- Up to three annual days of staff development focus on program goals like SEL, enrichment strategies, motivation, and academic intervention.
- Training includes first aid, incident reporting, PBIS practices, and SEL competencies.

2. Ongoing Support:

- Monthly meetings with site coordinators, teachers, and administration ensure that staff are well-equipped to address evolving needs.
- Continuous training integrates cultural and linguistic diversity, supporting inclusivity and equity for all students.

Data-Driven Continuous Improvement

1. Program Assessment:

- Regular student, parent, and staff surveys provide feedback on academic, social, and emotional aspects of the program.
- Attendance, academic performance, and behavior data are collected and analyzed to refine program elements.

2. Reflection and Adjustment:

- The ELO-P Coordinator reviews data with the Principal and district administrators twice a year, making informed changes to the program structure and activities.

Collaborative Partnerships

1. Engagement with Community and Families:

- The program ensures family involvement through communication platforms like DoJo and regular newsletters.
- Partnerships with organizations like the Silver Lakes Association and Community Service Department enhance resources and support student needs.

2. Alignment with School Goals:

- Regular communication with teachers ensures that after-school programming aligns with school-day objectives and incorporates feedback from the classroom.

Policy and Procedure Adherence

1. Defined Policies:

- Clear expectations for discipline, attendance, and participation are outlined in registration materials and reinforced during enrollment.
- Safety drills and emergency procedures align with regular school-day protocols.

2. Budgetary Oversight:

- The program budget is carefully monitored to ensure expenses are reasonable, necessary, and reflective of community needs.
- Resource allocation avoids duplication and maximizes student impact.

Educational Partner Collaboration

1. Student Leadership and Voice:

- Student input shapes program activities, fostering engagement and leadership opportunities.
- Surveys and leadership activities create avenues for students to influence program improvements.

2. Community Engagement:

- Partnerships with local organizations ensure a robust support network for program goals, leveraging grants and resources to address diverse needs.

By embedding structured oversight, robust data collection, professional development, and stakeholder collaboration into its operational framework, Helendale Elementary School ensures effective and compliant implementation of all ELO-P requirements.

1 (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

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

3 (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

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

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

Do you have an ASES Grant?

No

Do you have a 21st CCLC Grant?

No

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

Helendale School District is committed to ensuring that the program is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for the program is singular, meaning that all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in the program will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

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?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. The staff will work closely with the TK and Kindergarten students in the general sessions throughout the school year to provide continuous support. As our program expands and the age for TK eligible students expands, our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels, in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios. Grades 1-6 ratio will be 20 to 1.

Our vision for TK, which will apply to both in-school and supplemental programs, is:

At Helendale School District, transitional kindergarten is the start of a powerful 10-year learning journey in our TK-8 schools. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well, TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

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?

HES is committed to maintaining consistent, meaningful communication with all educational partners, including students and their families. To ensure families can stay informed and connected, we utilize a variety of communication channels, including ParentSquare, Class Dojo, email, phone calls, and in-person contact. These platforms are selected to meet families where they are and reflect the cultural and linguistic needs of our school community. Staff are accessible through multiple avenues to ensure students are safe and fully engaged in ELO programming.

To enroll in ELO-P, a parent or guardian may request an enrollment packet directly from the front office. Enrollment aligns with our regularly scheduled school day to minimize disruption and maximize accessibility. Enrollment forms are physically distributed to families and a copy is retained on site. Upon pickup, a formal sign-out process is followed, requiring a parent or guardian signature to release each student. Completed forms are stored both physically and digitally by the ELO-P coordinator to ensure accurate recordkeeping and easy retrieval.

Transportation is not provided for students enrolled in ELO-P.

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.

Helendale School District recognizes that well-designed field trips can serve as powerful extensions of the ELO program, providing students with meaningful educational and enrichment experiences beyond the classroom. All field trips offered through ELO-P are intentionally connected to the academic and enrichment components of the program and are selected to support student growth academically, socially, and culturally.

ELO-P field trips are designed to reinforce and extend the skills and concepts students are developing through program participation. Intended learning outcomes may include building real-world connections to academic content, developing social-emotional skills such as teamwork and communication, expanding cultural awareness and appreciation, and fostering curiosity and a love of learning. Students will have opportunities to engage with their community, explore careers and civic life, and apply knowledge gained during the program in authentic settings.

Field trip destinations will be selected based on their direct connection to ELO-P academic or enrichment themes for the given program year. Locations may include, but are not limited to, nature and science centers, museums, cultural

institutions, community organizations, and performing arts venues. Each site will be evaluated for its educational value and alignment with program goals prior to selection.

Field trips will be open to enrolled ELO-P students across applicable grade levels (TK–6). Trips are anticipated to occur throughout the program year, with specific dates determined in coordination with the ELO-P coordinator and site administration. Each field trip will be limited in duration to remain within the ELO program hours. Transportation will be arranged as needed and funded through ELO-P in accordance with allowable expenditures. All field trips will comply with district policies and procedures, including maintaining required staff-to-student ratios and ensuring all accompanying staff meet minimum instructional aide qualifications as outlined by district policy.

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.

Helendale School District does not collect fees from students and their families to participate in the program.

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.**

Sample School Day Schedule (Subject to change)	
Time - Activity	
7:30 - 8:05	- Drop Off, Healthy Snack, Structured Outdoor Activity, Brain Break
8:05 - 8:35	- STEM, Crafts, SEL Mindfulness Videos
8:35 - 8:40	- Clean Up, Help with Breakfast in the Classroom
8:40 - 9:00	- Outdoor Spirit Time, Head to Class
9:00 - 10:30	- Math
10:30 - 10:45	- Read Aloud
10:45 - 11:00	- English Phonics
11:00 - 11:40	- Lunch & Recess
11:40 - 1:00	- ELA
1:00 - 1:40	- Social Studies/Science (Alternating Days)
1:40 - 2:10	- Electives (Elective Wheel, PE)
2:10 - 2:25	- Structured Play
2:25 - 3:20	- ELD/Leveled Reading Groups
3:20 - 3:30	- Clean Up, Dismissal & Transition to ELO-P
3:30 - 4:00	- Academic Support: Homework and Reading

4:00 - 4:20 - Structured Physical Activity

4:20 - 4:30 - Clean Up & Dismissal

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.