Expanded Learning Opportunities Program Plan Guide

Prepared by:

Oakley Union Elementary School District

Learning Support Services

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Oakley, CA 94561

Approved by the Board of Trustees on March 11, 2026

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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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. Almond Grove
2. Gehringer
3. Iron House
4. Laurel
5. Oakley
6. Summer Lake
7. Vintage Parkway
8. Delta Vista Middle School
9. O'Hara Park Middle School

Purpose:

This ELOP plan describes how the expanded learning programs will focus on developing academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences beyond the school day.

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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.

OUESD's Expanded Learning Opportunities Program (ELOP) services are offered on school site campuses across our District. ELOP services are part of the district's Extended Day Learning Center (EDLC) at all Elementary Schools. The expanded learning program is designed to provide students with a safe and supportive environment where they can learn, explore, and grow beyond the regular school day at the school site. Bussing from home school to designated site will be provided for Spring, Summer, and Fall intersessions

To ensure a safe and supportive environment, our program includes the following elements:

- Staff training: All EDLC/ELOP staff receive training in trauma-informed practices, behavior management, mandated reporting, CPR/first aid, Epi-pen use, and emergency preparedness. Ongoing professional development ensures that our staff is equipped to respond to the diverse needs of students.
- Health Records and Safety: We maintain up-to-date student health records, including allergy information, emergency contacts, and authorized pick ups. Staff review this information at the beginning of the school year and as new students are added to the program.
- Incident reporting: We have a process in place for documenting and communicating behavioral, medical, and safety incidents. Families are promptly notified of significant concerns, and records are kept in alignment with our district practices.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Our expanded learning program is committed to creating an emotionally safe space where every student feels respected, valued, and included. Staff intentionally build positive relationships and foster a strong sense of belonging through structured activities and inclusive practices. By emphasizing respect, kindness, and collaboration, the program ensures that students feel supported both emotionally and academically.

To further promote emotional safety, our program integrates social emotional learning into

daily routines in activities. Clear expectations are set to help create consistency and security. Staff members model respectful communication and guide students to resolve conflicts peacefully and constructively. Students practice empathy, teamwork, and relationship building through interactive games and collaborative projects. Social emotional skills are woven into the activities in the expanded learning program for practical, immediate application instead of being taught in an isolated lesson. By embedding these practices into a culture of inclusivity and respect, our program provides an environment where students feel safe and build the social and emotional skills necessary for success in school and beyond.

2—Active and Engaged Learning

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

The expanded learning program is designed to provide active and engaged learning opportunities that build upon the instructional day. The program emphasizes hands-on activities that allow students to explore their interests and practice critical skills. Academic and enrichment opportunities include art projects, STEAM lessons, and physical education activities. Students who have homework are provided quiet time and staff assistance when needed to complete assignments. During that time, students without homework are encouraged to read a book of their choosing, play math games, or practice their handwriting skills. By focusing on interactive and interest-driven learning, our program supplements the school day in engaging ways.

Students that opt out of full time ELOP are offered opportunities to attend shorter academic interventions (math, ELA) and/or enrichment (Theater, GATE, Garden Club, etc.), and spring, fall, and summer intersessions as part of our Extended Learning Opportunity Program. These sessions support academics and/or provide hands-on enrichment opportunities across a variety of subjects.

3—Skill Building

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

Students will be provided with meaningful opportunities to build and strengthen academic, social, and personal skills. Skill-building is woven into structured and choice-based activities so students can learn, practice, and apply new abilities in a supportive environment. Students can build their academic skills through homework help, literacy games, math challenges, STEAM and other projects. Additionally, through games and fitness activities, students will build coordination, stamina, and teamwork skills. When working with our youngest students, we build in opportunities for fine motor skill development including holding a pencil, cutting with scissors, and even tying shoes. Our

expanded learning program ensures that students not only have fun, but also grow in ways that support their success in school and in life.

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.

Students are provided many opportunities for voice and leadership. We believe students are more engaged and invested when they have a say in shaping their experience, and when they are given meaningful roles that foster responsibility and confidence. Older students are often encouraged to mentor their younger peers by leading games, helping with homework, or reading with them. Students are often provided with choices of activities to participate in, so they can choose what is most relevant and engaging for them. Students often work on team projects, allowing opportunities for leaders to step forward. Students provide feedback to staff about favorable activities and projects to help with future planning.

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.

Students' overall well-being is supported by providing opportunities to engage in healthy choices and behaviors every day. A healthy snack incorporating two of the essential food groups is offered each day after school. Staff is aware of students with allergies and is able to provide alternatives as needed. Staff members also help promote healthy lifestyle practices such as washing hands and drinking plenty of water. Each day includes dedicated time for physical activity ranging from structured games to freeplay on the playground. Our expanded learning program ensures that students are supported in making choices that promote lifelong health and well-being.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

Our Expanded Learning Opportunities Program is intentionally designed to ensure that all students, including English learners, students with disabilities, and students from diverse cultural and linguistic backgrounds, have equitable access to safe and engaging ELOP services. The program employs inclusive communication practices, including translation of materials and, where possible, bilingual staff to support equitable access for students and families whose primary language is not English. The staff collaborates with school and families to ensure that students with disabilities have full access to program activities. Our program provides opportunities that are equitable, inclusive, and responsive.

7—Quality Staff

Staff Engagement

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

Students engage with both certificated and classified staff through our expanded learning programming. All staff working with children have completed appropriate onboarding and training through the district. Ongoing professional development is offered throughout the year to address the needs of the program and ensure all staff have received appropriate training.

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)]).

Recruitment and hiring follows the district hiring process. Open positions are advertised through EdJoin. Applications are reviewed by the Human Resources department to determine if they meet the minimum qualifications for the position. In order to be an EDLC/ELOP paraprofessional in our district, one must be 18 years of age or older and possess a high school diploma or equivalent. Additionally, applicants must pass a basic knowledge test which includes elementary grammar, comprehension, and math. All new hires must have Tuberculosis (TB) clearance and Department of Justice fingerprint clearance.

Additionally, all staff members are required to complete all annual District required training. These trainings include, but are not limited to, Mandated reporter, workplace violence prevention and reporting, sexual harassment, cultural awareness, health, and safety, etc.).

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)]).

Ongoing staff development is provided to all teachers and paraprofessionals who support our expanded learning program. Prior to the start of the school year, all expanded learning staff attend a professional development day which includes training on restorative practices, safety protocols, and behavior management strategies. In addition, prior to each intercession program, we hold a professional development to ensure all staff understand routines, procedures, and protocols for supporting students during the intercession.

8—Clear Vision, Mission, and Purpose

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

Our vision is to provide an expanded learning program in a safe, student-centered environment which fosters the growth of the whole child beyond the school day. This collaborative opportunity between school, home, and community provides a secure and enriching program that meets the needs of our students.

We value children and families. We are committed to providing a safe, clean, and welcoming environment where all students and families feel respected and valued. We strive to create a culture of inclusivity that celebrates diversity and individuality. We value learning. We value our students' futures and support their learning through fun, engaging activities that encourage growth, discovery, and the building of relationships. We value communication between students, families and staff in order to create a positive experience for all.

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.

Our ELOP program values the voices of both families and students in shaping the experiences we offer. We believe that programs are most successful when they reflect

the needs, interests, and strengths of the community we serve. We will be implementing student, family, and Staff surveys as part of our ongoing commitment in ensuring our ELOP services continue to best serve our overall school community.

Community Based Organizations and other Non-LEA Partners

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

Our program works closely with the various District staff and a variety of community partners to give students the best possible experience. We believe that learning and growth happens both inside and outside the classroom, so we are building relationships with local organizations such as recreational programs, libraries, and youth organizations. These partnerships will allow us to offer students a wide range of opportunities– from sports and outdoor play to arts, STEM activities, and cultural experiences. Community partners will also help us connect families with resources outside of the school district.

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.

OUESD utilizes multiple methods and data sources to identify students who may need academic, social-emotional, or other integrated support. To track progress, the district relies on such tools as diagnostic and benchmark assessments in math and ELA, ELPAC data, and attendance data. Additionally, we will use feedback from staff, parents, and students to continue improving the program and refining it to meet the needs of our students.

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.

Students are registered for daily expanding learning programs using the JackRabbit program. Each site keeps attendance through the program recording time in and out each day. Parents are provided with a handbook prior to students starting.

Intersessions and summer school services have a separate registration process and attendance is tracked daily through the District's student information system, Powerschool. The Families are invited through the district's messaging app, Thrillshare.

In addition, sporadic short term participation/attendance for interventions/enrichment are offered throughout the school year and are tracked using Intervention/Enrichment Rosters. The Families are informed and invited via flyers, phone calls, or email by the School Site Administrator.

Budget

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

OAKLEY UNION ELEMENTARY SCHOOL DISTRICT	
2025/2026 ELOP BUDGET	
DESCRIPTION	**BUDGET**
CERTIFICATED SALARIES	$1,359,515.00
CLASSIFIED SALARIES	$1,370,196.00
EMPLOYEE BENEFITS	$1,162,306.00
MATERIALS & SUPPLIES	$61,800.00
CONTRACTS & SERVICES	$229,400.00
INDIRECT COSTS	$304,538.00
UNDESIGNATED	$863,084.00
2025/2026 TOTAL ELOP BUDGET	**$5,350,839.00**

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

OUESD ensures responsible and transparent management of the ELOP budget through multiple district systems and procedures.

The program clerk reviews and verifies invoices with required documentation for the ordering of ELOP materials prior to submitting items to the District ELOP Coordinator

who then evaluates and submits to the Business Department for ordering.

Site Administrators offering sporadic ELOP services provide the district ELOP Coordinator an ELOP Services Plan that includes how the students will be invited, roster of students a service will be provided to, focus of service, schedule of service, materials that will be used, and staff providing the services for Coordinator's review and approval. When service meets ELOP guidelines the Coordinator submits the information to the Business office approving ELOP funding to be used. The goals of the listed procedures are focused on aligning expenditures with program goals and are adjusted as needed based on identified areas of needed ELOP services for students.

The Business Department maintains fiscal practices that follow district, state, and federal guidelines, maintaining audit readiness. The approach strategically manages resources to maximize student benefit and uphold the integrity of the program.

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

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

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

General Questions

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

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

Do you have an ASES Grant? ☐ *Yes* *x No*

Do you have a 21st CCLC Grant? ☐ *Yes* *x 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.

Not Applicable.

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?

Our Extended Day Learning Center will maintain a 10:1 student-to-staff ratio for TK and Kindergarten students. We are fortunate to have staff members in our program who also support TK and Kindergarten during the school day. This helps us align our learning environment after school to what is experienced during the school day. Additionally, our team takes into consideration the California Preschool/Transitional Kindergarten Learning Foundations when designing activities and programming for this age group.

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?

Our district leverages the communication platform, Thrillshare (email, texts), as well as paper fliers, to provide information about our program to qualifying families in both English and Spanish. Information about our program is also available on the district website. If families are interested in enrolling in our afterschool program, they register using our management platform, Jack Rabbit. For intercessions, families enroll their children using a form in their Power School Parent Portal account. These processes are both supported by our student services department and our technology department to help align and support families that need assistance with registration. Transportation is provided for intercessions during fall break, spring break, and summer. Families indicate via their registration form whether or not they will need bus transportation from their home school site to the site designated for intercession.

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.

We assess a monthly fee of $395 for our after school (PM) program at EDLC. When families register their children for EDLC, our clerk checks the student information system to see if the student is eligible for free or reduced lunch, are English language learners, or are homeless or foster children. If we do not have a current meal application on file, we encourage the parent/guardian to complete it. If a child qualifies for ELOP, their family is not charged the tuition fee for any of our after school programming offerings.

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 EDLC Schedule

Time	TK/Kinder	1st-5th
8:25	School Day Begins	School Day Begins
12:05	TK Dismissal ● Read Aloud ● Free choice	
1:30	Kinder Dismissal ● Literacy activity ● Craft or centers	
2:25	● Snack ● Outdoor play	First- Third Dismissal ● Snack ● Outdoor play
2:55	● Whole group game (indoor or outdoor)	Fourth-Fifth Dismissal ● Snack (4/5) ● Outdoor play ● Homework time
3:30	● Academic activity: phonics, math, art, music	● Academic small group activities
4:00	● STEAM/art stations	● STEAM/art stations
5:00	● Free choice of enrichment activities	● Free choice of enrichment activities
6:00	Closes	Closes

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.