

2025 Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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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:	Jamestown 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. Jamestown Elementary School

Governing Board Approval Date:	August 13, 2025
Review/Revision Date:	2/5/2024
Review/Revision Date:	11/2/2023

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 program will be offered to both Jamestown Elementary and Chinese Camp students and located on the Jamestown Elementary School campus. Bus transportation to Jamestown Elementary will be offered and provided by the district to all Chinese Camp Elementary students in order to access after school programming. Jamestown School District already operates an after-school program through the ASES program (After School Education Safety Program) in partnership with Stanislaus County Office of Education, who is the lead local educational agency for this grant funding. The District's mission statement is to provide a safe, respectful learning community and works diligently to implement and support health and safety policies and procedures to ensure that all students have a safe learning environment both during the school day and during non-school day hours. The after school program will adhere to all district wide safety protocols already established and are as follows:

Students are assigned specific classrooms and staff based upon grade level and the location of students are known throughout the duration of the program. Sign in and sign out sheets are required for all students and only those contacts listed on the emergency contact sheet are allowed to pick up students. Staff regularly reviews and ensures that the student emergency contact information is current and accurate. All expanded learning program staff are required to review the District's Comprehensive Safety Plan, Emergency Response Plan, and Injury and Illness Prevention Program, along with all mandatory annual health and safety trainings through Public School Works. Each classroom is equipped with an emergency response backpacks, emergency drills occur monthly, and all program staff have 2-way radios in order to have quick and effective communication (e.g. during transitions, student check-in/check-out processes, emergency notifications) that is not reliant upon electrical power in the event that the school loses power.

The District believes in supporting the whole child by developing and promoting an environment that meets the developmental, social-emotional and physical needs of students. Staff is trained in trauma informed practices, counseling support is available to all students (two full-time counselors), and wrap around resources and supports are provided through the Jamestown Family Resource Center. Jamestown has a school-wide character education curriculum to promote positive social skills and build healthy peer relationships. The District facilitates Multi-Tiered Systems of Support (MTSS), utilizes positive behavior interventions (PBIS) through the use of HERO, Panther and Dragon Prides, and citizenship points.

Due to the increased parent and public traffic on campus during after school hours, the District will look into providing additional support staff such as a campus supervisor to help support and maintain campus safety through facilitating safe student pickup from the ELOP program and to respond to the presence of unauthorized individuals on the campus.

Currently, classroom space for after school programming is limited especially with the addition of grades 5 and 6 as well as the increase in Tk students. It is challenging to have shared spaces with classroom teachers. The District is purchase physical property with the intention of adding additional classroom portables, furniture, a small playground and supplies to more effectively run the after school program.

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.

Jamestown School District's after-school program is designed to foster emotional safety and well-being through trauma-informed practices, continued implementation of MTSS, and strong social-emotional learning supports.

Staff use trauma-informed strategies to create a safe, predictable environment where students feel supported. The program reinforces Tier 1 MTSS supports through the use of PBIS and the HERO points system to recognize positive behaviors and build a strong school culture.

Social-emotional learning is embedded through the ongoing implementation of the Character Strong curriculum, helping students build skills in empathy, self-regulation, and positive relationships. Enrichment activities—including arts, sports, and team-building—support SEL in engaging, meaningful ways.

Counseling services are available during summer programming to provide continuity of care, and students receive consistent behavioral and emotional support aligned with the school day. The after-school program plays a key role in supporting the whole child and ensuring all students feel safe, valued, and connected.

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 will provide opportunities for students to experience active and engaged learning that supports and supplements the instructional day through promoting literacy and math proficiency, providing educational enrichment activities in collaboration with community partners, and offering a variety of STEAM based instructional activities. For academic support for all students, both reading and math intervention and grade level support and tutoring will be offered and the first hour will be focused on homework assistance and tutoring. To further support literacy, the library will be open daily after school to promote and improve student literacy skills and to provide greater student access to books that align with our Accelerated Reader program. Additionally, a story hour will be implemented in both English and Spanish.

Enrichment opportunities will be developed and offered based upon parent and student input through district surveys, LCAP input, and California Healthy Kids Surveys and will be implemented in collaboration with our current ASES program and community partners such as: The County Public Health Department, Cal Fresh Healthy Living, to provide nutrition education, maintain the school garden, and deliver healthy meal preparation and cooking demonstrations to both students and families; Physical Education opportunities through the daily use of Sami Circuit, local martial arts, SPARK, dance, POUND, and intramural sports; Music classes through after school music lessons and drum circles; Art projects and classes (e.g. painting, water colors, tie-dye); the opportunity to enroll in after school clubs such as chess, newspaper, robotics, drama and futsal; and the facilitation of assemblies, presentations and guest speakers.

The program staff will use both PBIS and Trauma Informed practices to respond to students in order to keep them engaged in learning and allowing them to grow and develop in a safe and healthy environment.

3—Skill Building

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

The implementation of literacy and educational enrichment activities will provide students with the opportunity to build necessary skills to increase both academic achievement and overall well-being. The academic component of the program is aligned to the regular school day and supports standards based goals and objectives, and additional practice in mastering grade level skills and concepts. The use of a trauma informed strategies within the program will support the development of important life skills and promote resiliency in students. Program staff will strive to plan and incorporate a variety of hands-on STEAM (science, technology, engineering and math) based activities into the planned activities to provide access for all students and to encourage exploration and creativity. The program will

promote and nurture skills such as communication, collaboration, critical thinking and creativity that make up the four Cs of 21st Century skills.

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.

A student leadership elective with students in sixth through eighth grade is held within our regular school day elective program, and will incorporate a student council with representation from fourth through eighth grade. Both groups will provide the opportunity for students to have a voice by regularly meeting to discuss ideas regarding upcoming activities, events, and types of clubs, along with delivering input and feedback for school improvement and the extended learning program. Frequent collaboration between students leadership, administration and the After School Program Manager will occur to ensure that student voice is represented in the development of the program.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The program will ensure that it meets the nutritional guidelines of both the ASES program and the District's health and wellness policy. At no cost, all students will be provided with a healthy snack daily that meets with the federal and state nutrition guidelines and will be tracked and recorded through the ASES program. The program will provide a variety of appealing and attractive options for students. In addition, the program will ensure that the physical activity component of the ASES program that identifies the use of Sami Circuit is occurring daily. The school-wide character education program, Character Strong, will be implemented and promoted within the extended learning program, along with PBIS (positive behavior intervention strategies). All staff are trained in trauma informed practices and will use identified strategies in responding to students' behavioral needs.

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 will promote and embrace diversity by creating an environment of inclusion and equity. The program will provide opportunities for students to celebrate their own diverse experiences, cultures and backgrounds, as well as to learn about different cultures. Jamestown School District has a 26.8% Hispanic population and supports a Spanish/English Dual Immersion program. The District is purposeful in recruiting and retaining a diverse, bilingual staff, and supporting biliteracy education. The program will provide culturally rich experiences through presentations, performances and activities. In addition, the program will collaborate with the local Chicken Ranch Rancheria Tribe of Me-Wuk Indians to provide historical education and exposure to its rich culture. For students with disabilities, the Program will collaborate with the Special Education Department to ensure that staff have training in working with students with special needs and have the knowledge and skills to support students with special needs. The program will ensure that reasonable accommodations as it relates to students' IEPs are implemented. To meet the needs of English Language Learners (ELL), staff will utilize best practices in language acquisition and access to material and content. The program will also provide additional opportunities for designated English Language Development by trained staff for identified ELLs. The Program will reserve priority enrollment to foster and homeless youth and registration is through a pre-registration process.

Staff will provide homework assistance and tutoring in both small groups and individually, the library hours will be expanded to provide books to those students who have limited access to books at home, and computer devices will be available for students with limited internet or device access at home in order to complete online assignments and/or online research.

7—Quality Staff

Staff Engagement

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

The District will work to recruit and retain high-quality staff for the Expanded Learning Opportunities Program (ELOP). All ASES/ELOP staff must meet all educational requirements, with a minimum of 45 units of higher education, or passing of the para-educator test. All employees must pass fingerprint screening and a preemployment physical before working with students. All staff will be trained in trauma informed practices and PBIS strategies along with mandatory safety trainings in order to promote a safe, positive, learning environment for students. Staff will be expected to facilitate learning opportunities that will engage students in active and meaningful enrichment activities. The District will work collaboratively with our community partners to provide outside support services and opportunities to our students. District administration will work closely with After School Program Management and attend weekly meeting to ensure that District goals and objectives are being delivered with fidelity. Professional development opportunities will be provided throughout the school year.

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 Jamestown School District after-school program staff must meet the minimum qualifications for instructional aides, either by completing 45 units of higher education or by passing the CODESP paraeducator assessment. Additionally, all staff are required to complete mandatory district health and safety trainings, including trauma-informed practices and PBIS strategies.

All ELOP staff undergo fingerprint clearance and a pre-employment physical in accordance with district and state policy. Staff are also trained in emergency procedures as outlined in the District's Comprehensive Safety Plan and participate in regular safety drills.

To meet required staffing ratios, the program maintains no more than a 20:1 student-to-staff ratio, with a reduced 10:1 ratio for transitional kindergarten and kindergarten students. The district ensures adequate staffing by prioritizing hiring for these critical roles and adjusting staffing levels based on daily attendance and enrollment trends.

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)]).

Jamestown School District provides ongoing professional development to ensure all Expanded Learning staff are equipped to support and engage students effectively. Staff are trained in trauma-informed practices, PBIS strategies, youth development, and the implementation of SEL curriculum such as Character Strong. Required health and safety training is completed annually through the Public School Works platform.

The district offers access to tools and resources including coaching support, curriculum materials, and collaboration with site administrators and the ASES Program Manager. To enhance staff competencies, the program may close for

up to three days during the year for dedicated staff development, in alignment with EC Section 46120(b)(8). These days focus on team building, enrichment planning, and strategies to support the whole child.

8—Clear Vision, Mission, and Purpose

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

Jamestown School District ELOP vision is to provide a safe, respectful, supportive environment that responds to students' educational and social emotional needs, as well as offering fun, engaging, and enriching activities in collaboration with our community partners. The District's mission of ELOP is to extend the educational programming during non-school hours to provide both intervention and learning acceleration in order to improve academic achievement and to provide a safe, healthy environment that fosters overall student well-being. In order to successfully provide services for extended learning, it is important to monitor increased student enrollment and whether the ELOP program has adequate facility space, which may require the purchase of physical property acquisition as student enrollment increases. The current facilities are at capacity and all ELOP programming which currently requires seven classrooms is now in shared spaces with classroom teachers which creates challenges. As the District is currently growing at 30 students per year and the increase in TK students, it will be important to assess and acquire additional physical property, or buildings such as portables, in order to accommodate the growing ELOP program. The District's ELOP will align with the District's LCAP to ensure that the goals and objectives are reflective of educational partner input. The ELOP will be frequently monitored, reviewed, and modified as needed to respond to changing District needs and educational partner feedback.

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.

Jamestown School District ELOP collaborates with our educational partners regularly such as Site Leadership Team, certificated and classified units, School Site Council, PTO, parents and the County office of Education. Additionally, we operate a Jamestown Family Resource Center that is in close partnerships with Behavioral Health, Social Services, Center for Nonviolent Community (CNVC), Stanislaus COE ASES, Chicken Ranch Rancheria Tribal Council, Blue Zones, and the Jamestown Promotion Club to sustain and expand our services to the students and families in our 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.

Jamestown School District actively engaged community-based organizations, local vendors, and non-LEA partners in the design and ongoing development of the ELO-P plan. Input was gathered through collaboration with the Jamestown Family Resource Center, Stanislaus County Office of Education (ASES lead), and community stakeholders including parents, PTO, and School Site Council.

The district partners with local artists, vendors, and businesses to provide enriching hands-on learning experiences, including art workshops, health and nutrition education, and field trips to local establishments. These partnerships enhance the real-world relevance of the program and strengthen ties between the school and the broader community.

ELO-P is intentionally aligned with other district initiatives, including Community Schools and Multi-Tiered Systems of Support (MTSS). Through this alignment, students receive coordinated academic, behavioral, and social-emotional

support during both the school day and after-school hours. Program staff regularly collaborate with school counselors, teachers, and MTSS teams to ensure seamless support and continuity of services.

10—Continuous Quality Improvement

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

A variety of measures of student participation and success will be monitored including school attendance, student achievement data, behavioral data, climate surveys, and educational partner surveys. There will be a biannual review of program data to highlight strengths and guide program improvements. The goal is to have a seamless program from the beginning of the school day into and through the after school program will stress communication and collaboration between the school day and the after school program.

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.

Jamestown School District's ELOP is overseen by the Superintendent and Principal, the ASES Program Manager, JFRC Directors, and District Office Personnel. Management on the day to day will be the responsibility of the ASES Manager and ASP Lead. District support for professional development, connecting countywide resources, and supervision and evaluation of staff. The Program will be evaluated regularly and will be assessed for compliance and fidelity including fiscal management, personnel policies and program operation.

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?

Jamestown School District's Expanded Learning Opportunities Program (ELO-P) operates with an annual budget of \$607,687.00, supplemented by a cost-share contribution from ASES funding totaling \$201,848.86. Together, these funds support a comprehensive after-school program that serves over 180 students, of whom 66.6% are socioeconomically disadvantaged.

All expenditures are carefully reviewed to ensure they are reasonable, necessary, and allowable under applicable statutes and regulations. Funds are allocated to support key program components such as academic tutoring, social-emotional learning, nutritious snacks, and enriching activities in the arts, STEM, and physical education. Investments also include staffing, transportation, training, and materials needed to maintain safe and engaging learning environments.

The budget reflects the needs of our community by prioritizing services for students who benefit most from expanded learning, including those needing academic support, enrichment access, and a safe, supportive environment after school. The cost-sharing with ASES funding maximizes resources, ensures program sustainability, and enhances service delivery for all participating students.

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

Jamestown School District has established systems to ensure full compliance with all Expanded Learning Opportunities Program (ELO-P) requirements. Oversight is provided by district administration in collaboration with the ASES Program Manager, who monitors daily operations, staffing, attendance, and alignment with program goals. To ensure proper implementation:

Staff Qualifications and Ratios: All staff meet the instructional aide requirements (45 units or CODESP test) and maintain appropriate student-to-staff ratios, including a 10:1 ratio for TK/K students as required by law.

Health & Safety: All staff complete fingerprint clearance, health screenings, and annual safety trainings. Emergency drills and adherence to the District's Comprehensive Safety Plan are mandatory.

Program Quality and Alignment: Program offerings are aligned with district initiatives such as MTSS, PBIS, and SEL through Character Strong. Staff receive professional development in trauma-informed practices and instructional strategies.

Monitoring and Evaluation: The district uses data from attendance, student outcomes, and stakeholder feedback to evaluate program effectiveness. A biannual review process supports continuous improvement and ensures program goals are met.

Fiscal Oversight: All expenditures are reviewed for allowability, necessity, and alignment with program goals. The budget is monitored to ensure compliance with Education Code and state guidance.

These systems ensure that the ELO-P is implemented with fidelity, accountability, and responsiveness to the needs of students and families.

1 (California Public Contract Code (CPC) 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
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.

ELOP and the ASES Program should be considered a single comprehensive program. The ELOP funding will be used in combination with our ASES program, creating a consistent educational program along with creating enrichment opportunities in collaboration with community partners. After School Program is free to all students with space availability limited at this time due to grant funding and staffing. ASES is offered to TK-4 students through the annual registration process with ELOP funding covering the staffing and enrollment of eligible students in grades 5-6. After school enrichment clubs will be available to all 5-8 grade 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?

The Transitional Kindergarten and Kindergarten school day program is staffed with certificated teachers and para-educators. Priority is given to TK/K students in the after school program. The TK/K program will maintain the pupil-to-staff ratio by a 10:1 ratio. Curriculum and programming for the Tk/K program will reflect early childhood education and literacy enrichment and educational enrichment activities.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Jamestown School District ensures that all communication about the Expanded Learning Opportunities Program (ELO-P) is accessible and culturally and linguistically appropriate for our diverse school community. Enrollment information, program details, and family correspondence are provided in both English and Spanish, the primary languages of our student population. The district uses multiple communication channels—including our autodialer system, our school website, and in-person assistance—to reach all families effectively. The ELO-P enrollment process is conducted annually at the beginning of the school year as part of the district's online registration system. Families can access the application through the school's website or by visiting the school office.

The After School Program (ASP) Manager reviews each application and contacts families directly to confirm enrollment or clarify eligibility.

Once a student is accepted into the program, families are required to read and sign the ASP/ELOP Parent Handbook, which outlines program expectations, policies, and procedures. Signed handbooks are collected and stored both digitally and in hard copy at the ASP office to ensure accessibility and compliance.

To support equitable access, the district provides daily transportation for students from our Chinese Camp Science Academy (CCSA) campus to Jamestown Elementary School (JES), where ELO-P services are held. This ensures that all eligible students, regardless of location, have the opportunity to participate in a safe and enriching after-school program.

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 offered through Jamestown School District's ELO-P are designed to enrich students' educational experience by extending learning beyond the classroom in meaningful and engaging ways. All field trips are aligned with the academic or enrichment components of the Expanded Learning Opportunities Program and are planned and coordinated solely by the ELO-P team, in compliance with state guidelines and district policies.

Trips such as visits to the Hilmar Cheese Factory or Jelly Belly Factory provide real-world connections to science, health, and career education, helping students understand food production, nutrition, and industrial processes. Attending musical or theatrical performances exposes students to the arts, supporting creative expression, cultural literacy, and appreciation of diverse artistic traditions. Select sporting events may also be used to teach teamwork, sportsmanship, physical health, and community engagement.

Each trip is structured to ensure students develop specific knowledge and skills, including observation, critical thinking, communication, and cultural awareness.

All ELO-P field trips maintain the required student-to-staff ratios, and all supervising staff meet instructional aide requirements per district policy. The district follows all local procedures for permission, transportation, and safety to ensure a high-quality and safe learning experience for all participants.

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.

Jamestown School District does not have a fee structure for the Expanded Learning Opportunities Program (ELO-P). The program is provided free of charge to all students, with no family fees collected. This ensures that every student has full access to enrichment and academic support opportunities, regardless of income or background.

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.**

7:45-8:00 Before School Recess
8:00-8:20 Breakfast After the Bell/SEL

Transitional Kindergarten Minutes Kindergarten Minutes

8:00- 9:55 Class	115	8:00- 9:40 Class	100
9:55- 10:10 Recess	15	9:40 - 9:55 Recess	15
10:10- 11:05 Class	55	9:55 - 10:40 Class	45
11:05- 11:25 Cafeteria	20	10:40 - 11:00 Recess	20
11:25-11:45 Recess	20	11:00-11:20 Cafeteria	20
11:45- 12:45 Class	60	11:20- 1:20 Class	120

Total Daily Instructional Minutes: 230 Total Daily Instructional Minutes: 265
Weekly Instructional Minutes: 1150 Weekly Instructional Minutes: 1325

Grades 1-2 Bell Schedule

8:00 - 10:10 Class 130 min
10:10 - 10:20 Break (10 min)
10:20 - 11:25 Class 65 min
11:25 - 12:05 Lunch (40 min)
12:05 - 1:15 Class 90 min
1:15- 1:25 Recess (Tuesday- Friday) (10 min)
1:25- 2:20 Class 35 min

Total Daily Instructional Minutes: 320 (Tuesday- Thursday) / 270 (Monday)
Weekly Instructional Minutes: 1550 minutes

3- 4th Grade, & 4-5 DI Minutes 5th Grade Minutes

8:00- 10:25 Class 145 min 8:00- 10:25 Class 145 min
10:25 - 10:35 Recess (10 min) 10:25 - 10:35 Recess (10 min)
10:35 - 11:25 Class 50 min 10:35 - 12:15 Class 100 min
11:25-12:05 Lunch (40 min) 12:15 - 12:55 Lunch (40 min)
12:05 - 2:20 Class 135 min 12:55- 2:20 Class 85 min

Total Daily Instructional Minutes: 330 minutes on Tuesdays - Fridays / 270 minutes on Mondays
Weekly Instructional Minutes: 1590 minutes

6th Grade Minutes 7-8 Grades Minutes

8:00- 9:25 Block 1 85 min 8:00- 9:15 Period 1 75 min
9:25 - 10:35 Block 2 70 min 9:15- 9:45 PE 30 min
10:35 - 10:55 PE 20 min 9:45 - 10:55 Period 2 70 min
10:55- 11:05 Break (10 min) 10:55 - 11:05 Break (10 min)
11:05- 11:40 WIN 35 11:05- 12:15 Period 3 70 min
11:40- 12:15 Block 3A 35 12:15- 12:55 Lunch (40 min)
12:15 - 12:55 Lunch (40 min) 12:55- 1:30 WIN 35 min
12:55 - 1:30 Block 3B 35 1:30- 2:20 Electives 50 Min
1:30- 2:20 Electives 50

Total Daily Instructional Minutes: 330 minutes on Tuesday- Friday/ 270 minutes on Mondays
Weekly Instructional Minutes: 1590

2025-2026 Bell Schedules Chinese Camp Science Academy

Grades 3-6 Bell Schedule

8:00 - 10:00 Class 120 min
10:00 - 10:10 Break (10 min)
10:10 - 11:20 Class 70 min
11:20 - 12:00 Lunch (40 min)
12:00 - 2:20 Class 140

Total Instructional Minutes Daily: 330 (Tuesday- Thursday)
270 (Monday)
1590 (Weekly)

12:45-6:00 TK. After School Program:

-12:45 Sign in and Snack
-1:05 After School Program including recess, academic support/homework, enrichment
-3:00 Snack
-3:00-6:00 After School Program including recess, academic support/homework, enrichment/ Parent sign out and pick-up

1:20-6:00 Kindergarten Dismissal and After School Program:

-1:20 Sign in and snack

-3:00 Snack

-1:40-6:00 After School Program including recess, academic support/homework, enrichment/ Parent sign out and pick-up

2:20 Dismissal (1-8)

2:20-6:00 After School Program eligible (1-6 grade):

-2:20 Sign in

-3:00 Snack

-3:00-6:00 After School Program including recess, academic support/homework, enrichment/ Parent sign out and pick-up

After School Clubs/Sports/Athletics (5-8):

-2:20 sign in

-2:20-3:20 After School Club

-2:20-6:00 Sports/Athletics

* ELOP/ASES schedules will be adjusted for minimum and early release days to include more time in after-school program.

Sample Summer School Schedule

8:00-8:30 Arrival/Breakfast/SEL

8:30-12:30 Academic instruction- intervention and acceleration

12:30-1:00 Lunch

1:00-3:00 Enrichment/ Project/ Assemblies with collaborating agencies

3:00 Snack

3:00-6:00 Enrichment/ Project/ Assemblies with collaborating agencies

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.