

Expanded Learning Opportunities
Program Plan

Expanded Learning Opportunities Program Plan

Prepared by:
Educational Services
Redlands Unified School District 20
W. Lugonia Avenue
Redlands, CA 92374
909-307-5300



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

**Expanded Learning Opportunities
Program Plan**

**Local Educational Agencies and Expanded Learning
Opportunities Program Plan Sites**

Local Educational Agency (LEA) Name: Redlands Unified School District

Contact Name: Patricia Buchmiller

Contact Email: patricia_buchmiller@redlands.k12.ca.us

Contact Title: Assistant Superintendent of Educational Services

Contact Phone: 909-307-5300

School sites that Redlands USD selected to operate the Expanded Learning Opportunities Program (ELO-P) known as Exploration Experience.

- | | |
|-------------------------------------|---------------------------------|
| 1. Crafton Elementary School | 9. Mission Elementary School |
| 2. *Bryn Mawr Elementary School | 10. *Victoria Elementary School |
| 3. *Franklin Elementary School | 11. ***Beattie Middle School |
| 4. Highland Grove Elementary School | 12. **Clement Middle School |
| 5. **Kingsbury Elementary School | 13. **Cope Middle School |
| 6. *Lugonia Elementary School | 14. **Moore Middle School |
| 7. **McKinley Elementary School | |
| 8. *Mentone Elementary School | |

*Blended (RUSD & ASES staff-led)

**ASES Staff-led ELOP Sites

*** Boys and Girls Club

All elementary sites offer additional off-site opportunities through Boys and Girls Club for TK/Kinder

Governing Board Approval Date: 07/08/2025

Review/Revision Date:

Review/Revision Date:

Expanded Learning Opportunities Program Plan

Purpose

The program plan is required by *EC* Section 46120(b)(2). In this program plan, Redlands USD 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.

Expanded Learning Opportunities Program Plan

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.

Redlands USD will utilize a system for monitoring student attendance to ensure that unduplicated pupils are able to participate in ELO-P and ASES. Procedure will be in place to ensure that students are always accounted for.

Safety procedures will include, but are not limited to supervision, mandated reporting, injury, behavior and social-emotional supports, etc. Additionally, the Redlands Coordinated Supports and Services (RCSS) team will respond and can be called upon for assistance or guidance as needed with students in crisis. Sprigeo is available as a designated reporting platform that gives students an easy way to report safety threats, bullying, harassment intimidation at or outside of school. Additionally, RUSD's Compliance Department has made available an electronic platform to report Title IX complaints which can be found on the District website.

All school sites will be fully secured during program hours with established single entry/exit access points. Visitors must sign in at the front office prior to the program end time and follow the district's campus entry procedures (i.e. Raptor Scan) and are always monitored on campus. Community enrichment providers are required to follow district protocols for clearance prior to working with students.

Students will be signed in at the start of their program each day that they attend. All students grade TK-5 must be signed out to a parent/guardian or approved emergency contact to be dismissed from the program each day. Grades 6-8 students will follow the same procedures unless they have a written consent on file, signed by parent/guardian, for their child to walk home from the program. Program staff will monitor students when they need to leave the program location for reasons such as, but not limited to, early dismissal, restroom breaks, and/or going to the

Expanded Learning Opportunities Program Plan

nurse's office.

The safety procedures in place during the school day will always be adhered to. After school programs will be included in each school's safety plan and staff will be trained on safety protocols prior to the start of the school year. Monthly emergency evacuation drills will be implemented, and staff will know the locations of fire extinguishers on their campus. Staff will have access to student emergency contacts and registration student database. Redlands USD will provide health support (e.g. after-hours nurse or Health Care Technician) during program hours in the event of a health emergency or injury and as needed for medical procedures. Staff will have established protocols when dealing with accidents. In the event of a minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, ASES staff, site administration, district safety officers and city emergency services.

Each ELO-P staff will use a positive behavior model aligned with the Positive Behavior Intervention and Supports (PBIS) framework. Each school's PBIS model will include a multi-tiered system of supports focused on providing early behavioral interventions, including small group and individual counseling. Each school's PBIS behavior expectations will be integrated into the site's after school program.

PBIS practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social and emotional practices. Additionally, PBIS implementation tools will be used when the ELO-P Director walks through ELO-P sites to support technical assistance, coaching and feedback.

All ELO-P sites will align with PBIS practices:

- Align program-wide expectations with the school day expectations (e.g. Safe, Respectful and Responsible)
- Students will be taught and practice PBIS expectations
- Expectations will be reinforced and retaught as necessary
- When expectations are not met interventions will be provided with documentation

The ELO-P Director and site administrators will provide staff trainings and monthly meetings to discuss site-specific protocols and revisit safety procedures as needed, including required Safety Compliance Micro trainings. All professional and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols.

Students will have access to technology during the educational literacy component to assist as a learning resource. Redlands USD will provide a Digital Citizenship training program for staff and students to increase online safety and reduce incidents involving negative online behaviors. Professional development for teachers-digital citizenship lessons and activities that are integrated into educational and enrichment activities.

Expanded Learning Opportunities Program Plan

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 ELO-P Program creates an emotionally safe and supportive environment by fostering a culture of inclusion, respect, and empathy. Social-emotional learning (SEL) is integrated into daily activities through structured lessons, peer collaboration, and intentional relationship-building practices. Counselors play a central role by leading group discussions, offering individual support, and implementing SEL curriculum that teaches students to recognize emotions, manage stress, and develop healthy relationships.

RUSD and ASES staff model positive behavior, reinforce emotional intelligence strategies, and provide consistent routines that help students feel secure and valued. Staff are trained in trauma-informed practices and are responsive to students' emotional needs, creating spaces where all students feel seen and heard. Administrators support this culture by prioritizing professional development in SEL and by ensuring strong communication between families and program staff, aligning the program's emotional climate with students' broader academic and social environments.

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.

Academic supports will be established and offered daily by credentialed teachers. Students will receive engaging academic support in various subject areas provided by ELO-P teachers, university students, or ASES staff. Students in grades TK-8 will have daily opportunities to explore and engage in hands-on learning through Science, Technology, Engineering, Art and Math (STEAM). The program will also include physical education, homework support and may offer some off-site learning experiences.

Each site will identify the academic needs of their students. Staff will be trained in strategies, classroom management, and effective supervision to ensure the academic component is successful and aligned with school day practices and teacher strategies.

Staff will use techniques aligned with, but not duplicating, core-day classroom lesson delivery to assist students. ELO-P teachers and staff will make sure students are utilizing strategies to ensure they are retaining subject area concepts as well as build their capacity to be accountable for their learning.

Students will have access to technology during the after-school programming to support opportunities such as:

- Coding

Expanded Learning Opportunities Program Plan

- Robotics
- Digital Storytelling
- Podcasting
- Editing
- Gaming
- Newscasts
- Graphic Design
- Creative Writing
- Literacy Libraries
- Digital Animation
- 3D Project Creation

The use of these technology-based programs will enhance students' digital literacy competencies and improve innovation skills.

To support literacy, ELO-P TOAs and ELO-P Program Specialists will provide program review with the ELO-P Director to improve practices. Sites will utilize STAR assessment data, Reading Difficulties Screener data, District Benchmark data as well as programmatic assessments and tools to monitor student progress and to assist in small group intervention support. Results will be evaluated by program staff to monitor student progress.

Educational enrichment activities will involve a collection of student and site data to drive the selection of educational enrichment activities. Student data will be collected at the beginning of the ELO-P program planning to support in identifying the site's educational enrichment focuses and enrichment interests. Site data will also be considered if there is a need for specific programs that focus on character development, cultural awareness, community and/or civic engagement. Each ELO-P school may provide different types of enrichment activities depending on interests, needs, and personnel to deliver the activities.

3—Skill Building

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

The ELO-P will offer experiences that reinforce literacy. Students will engage with staff during the week to reinforce reading, writing and math skills. STEAM activities will be offered to improve academic achievement and overall student success. Students will work on STEAM based activities and projects where they will apply their science, technology, art and math skills.

The ELO-P TOAs will lead assemblies focusing on math and language arts to foster these academic skills in an engaging and fun way. They will also offer a room escape experience to 3rd and 4th grade students so that they can use their teamwork skills, problem-solving skills, and communication skills to solve a series of interconnected puzzles, story problems, and clues in order to complete the overall puzzle of the room before time runs out. Program Specialists will also support on-site staff with transforming classrooms into temporary, unique, themed learning spaces.

Expanded Learning Opportunities Program Plan

Attendance Recovery

To support student success and mitigate the impact of absences, our ELO-P plan will incorporate a robust attendance recovery program. This program will provide students with opportunities to make up missed instructional time, ensuring they remain on track with their academic progress. All attendance recovery sessions will be directly facilitated by credentialed teachers, who already serve students during ELO-P, guaranteeing that students receive high-quality, targeted instruction and support during these crucial make-up periods.

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.

Student input is critical to program design. Student feedback will be gathered via surveys and used to determine enrichment program selection and after school activities. Enrichment clubs will be developed, and students will have the opportunity to choose enrichment activities they would like to participate in after school. Student leadership/mentorship opportunities are included in the club offerings.

Students will have the opportunity to plan and lead assemblies, performances, and celebrations for parents and staff.

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 align its wellness initiative with the District's health and wellness policies. Additionally, it will ensure that all students are engaged in regular physical activity and that healthy food choices are served and promoted. A portion of the program schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social-emotional learning.

Students will be provided with a healthy snack, provided by Redlands USD's Child Nutrition Services. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

Given that the District has qualified for 100% Community Eligibility Provision (CEP), all nutritious meals and snacks will be offered to all students at no cost. Child Nutrition Services (CNS) will administer and provide all meal services. The meal service will meet the USDA nutrition requirements set forth by the federally regulated Child & Adult Care Feeding Program (CACFP). The CNS Registered Dietitian Nutritionist (RDN) will ensure students with reported food allergies are provided meals that meet the accommodations plan.

A physical fitness component will be included to promote healthy physical exercise.

Expanded Learning Opportunities Program Plan

Students will improve their strength, endurance, and team comradery. Students may have the opportunity to participate in a physical fitness club or intramural sports program. These physical fitness components will also include a nutrition emphasis. This could include, but not limited to, discussions, lessons, promoting of healthy snacks, etc. Local farmers and the San Bernardino County Public Health Department may also provide auxiliary nutrition education components to further align with the wellness policies.

Site intramural programs may be established on their school sites and students may have the opportunity to play against each other's site peers focusing on the sport's fundamental skills while encouraging team comradery.

The inclusion lessons and concepts from the District's Social Emotional Learning curriculum will be used to support students, including the need for self-care as participating students adjust to a longer school day.

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.

Access to ELO-P is essential to meet the needs of students, especially those with disabilities, English learners/multilingual students, and/or students that have barriers that could potentially limit their participation.

The ELO-P program promotes diversity and inclusion by celebrating each student's unique background. Staff will receive training on equity and diversity to foster a welcoming and inclusive environment. Cultural experiences that reflect the rich heritage of our students, along with literacy-focused events, may also be offered.

Field trips to museums, science centers, as well as college campuses will enrich the students' experiences of the diverse world in which they live. In addition to field trips, the ELO-P will highlight cultural events such as Black History Month, Women's History Month, etc. Guest speakers from various cultural backgrounds may be scheduled throughout the school year to speak about their cultural experiences and backgrounds so students can gain further understanding and appreciation of other cultures.

For students with disabilities, the ELO-P will seek to secure support staff, as needed, to work with students with special needs. The Special Education Department will conduct onsite support when sites need additional guidance with special needs students. The Special Education Department, site administration and ELO-P Director will collaborate on reasonable accommodations as they relate to student's IEPs and determine support plans as necessary, in order to meet the students needs during ELO-P to the greatest extent possible.

To meet the needs of English Learners (EL)/multilingual learners, staff development on best practices to supports ELs such as visuals, guided oral practice with modeling, and teaching vocabulary. Program activities plans will incorporate intentional use of the EL Supports to ensure these students have access to the material and content.

Expanded Learning Opportunities Program Plan

7—Quality Staff

Staff Engagement

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

Redlands USD will engage in a rigorous recruitment and hiring process of credentialed teachers that carefully considers experience, knowledge, interest, ability to create a safe environment and capacity for engaging children in age appropriate and meaningful learning. A district ELO-P Director and site ELO-P Program Specialists will be given opportunities to plan and implement programs that draw upon these qualities.

The ELO-P Director shall 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. The program specialist with support from site administration shall also ensure that the overall program maintains a pupil-to-staff member ratio of 20 to 1 for grades 1-8 and a ratio of 10 to 1 for Transitional Kindergarten and Kindergarten. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in district policy.

Professional development will be provided based on needs of the program, requirements, budgets, and any information that affects the day-to-day operations of the program.

Opportunities will be available for participants and community partners to provide feedback on program quality through continuous quality improvement process. The results will be shared with the district ELO-P Director, site ELO-P Program Specialists, and school site administrators as appropriate.

Staff will deliver a program that meets program requirements, program curricula, youth development principles and best practices in program planning and activities. Staff will facilitate activities that engage students in active and meaningful experiences that build mastery. Support staff and volunteers may fill roles that effectively support student learning through assigned activities. Staff will be committed to building positive relationships with culturally, linguistically, and socio-economically diverse community of students, staff, and parents.

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)]).

Pursuant to the policies of the LEA, instructional aides must meet the following minimum qualifications:

- Possession of a high school diploma or equivalent

Expanded Learning Opportunities Program Plan

- Additional requirements may include experience working with school-age children and completion of a background check through fingerprinting (Live Scan), in accordance with district policy and state law.

Staffing ratios are monitored daily to ensure compliance with EC Section 46120(b)(2)(D). Staffing adjustments are made as needed based on flexible student attendance from day to day. To ensure safety and supervision support staff is on site to ensure the proper student to staff ratio.

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)]).

Our staff training and development plan is designed to ensure all team members are well-equipped to engage, support, and enrich the students they serve. We are committed to creating a high-quality ELO-P by investing in the ongoing professional growth of our staff.

In compliance with Education Code 46120(b)(8), the program may be closed for up to three days per year for professional development. These closures may occur on instructional or non-school days and are used exclusively for staff training and planning. All closures are pre-approved by ELO-P Director and communicated to families in advance.

All staff, new and returning, participate in foundational training that includes:

- Youth Development & Positive Behavior Support
- Classroom and Behavior Management Strategies
- Diversity, Equity, and Inclusion
- Social-Emotional Learning (SEL)
- Safety Procedures and Mandated Reporting
- Academic Support Techniques (Literacy & Math Enrichment)
- STEAM Activities and Project-Based Learning

To support continuous improvement, the program provides:

- Monthly professional learning sessions for site staff
- Access to district and state-sponsored training (e.g., California Afterschool Network, ASES/21st CCLC conferences)
- Coaching and mentoring opportunities with site leads and program coordinators
- Performance evaluations with individualized feedback and development goals

8—Clear Vision, Mission, and Purpose

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

The Redlands Unified School District, as a unifying agent of several unique communities, rich in local history, culture, and tradition, is committed to preparing students to become

Expanded Learning Opportunities Program Plan

productive participants in a diverse, multi-cultural, democratic society through quality education, high expectations, flexible programs, and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world, as they become the leaders of the 21st Century.

Redlands USD, in collaboration with the greater Redlands community, has created a visioning document entitled EMPOWER: A Graduate Profile for All Students. This document outlines the district's commitment to seven areas: Exploration, Curiosity, and Creativity, Mindset and Growth, Problem Solving and Critical Thinking, Online Citizenship and Global Awareness, Wellness and Life Skills, Effective Communicator and Collaborator, and Reflection and Goal Setting. Each area identifies key district initiatives to ensure all students in Redlands graduate ready for post-secondary options and are prepared to be productive participants in our community. The ELO-P program is built upon the tenets outlined in the RUSD 2025 vision and is designed to increase access to educational, literacy, and enrichment services beyond the regular school day and the current offerings within Redlands USD.

Currently, ASES has a limit to the number of students that can access the program, based on the funding level. ELO-P will allow schools to increase service offerings that focus on developing the academic, social, emotional, and physical needs and interests of pupils and give unduplicated pupils and families the flexibility to participate based on their needs and interests.

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.

The after-school program was developed through a collaborative planning process. Surveys were distributed both digitally and in paper form (in multiple languages) to gather broader input from families. Student focus groups were also conducted at school sites to capture youth voice and ensure that program offerings are relevant and engaging.

Family and student involvement is continuous throughout the year in several ways:

- Ongoing Surveys and Feedback Tools: Short feedback forms are distributed at regular intervals (e.g., end of each trimester) to gather insights on satisfaction, program quality, and unmet needs.
- Family Events and Workshops: Families are invited to participate in family engagement events, workshops on topics such as homework help and college readiness and showcase events where students present projects and performances.
- Communication Channels: Regular newsletters, Social Media (Instagram and X), Parent Square message updates, and a dedicated Program Specialist to help ensure open lines of communication and promote two-way engagement.

By embedding student and family voice in both the planning and implementation phases, we ensure the program remains responsive, inclusive, and grounded in the community it serves.

Expanded Learning Opportunities Program Plan

Community Based Organizations and other Non-LEA Partners

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

The ELO-P Director will develop collaborative partnerships that are formalized and clearly articulated through written agreements and maintained through on-going communication. These partners will include the Boys and Girls Club, Redlands Educational Partnership (REP), Coordinator of ASES grant programs and the local YMCA or other youth organizations. Local colleges and universities may provide resources to programs through its variety of community engagement initiatives. The Rochford Foundation, “Burrage Buddies” program, may provide students with a variety of exciting and engaging hands-on activities for students at the Burrage Mansion.

The district ELO-P Director, ASES coordinator, Program Specialists and the service provider staff will continuously seek out additional partners to support the programs. This team will coordinate a seamless and integrated partnership with the expanded learning program by cultivating and maintain relationships with school day staff and active participation in staff meetings. Governance meetings with school administrators will be held to discuss the expanded learning program, its goals, and accomplishments. Expanded Learning Networking meetings and partnerships with local community-based organizations will collaborate to leverage resources.

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.

Each ELO-P site will participate in the Continuous Quality Improvement process and will outline improvement goals and action steps. These steps will include a timeline for action steps and quality improvement discussions, and will incorporate feedback from staff, youth, parents, and community partners.

The district ELO-P Director, school administrators, ASES Coordinator, and site ELO-P Program Specialists will develop a unified set of guiding questions that are related to program design, desired program outcomes, and impact. This team will create a plan to gather information from multiple sources that will answer the guiding questions. The collection of information will be done anonymously, identified only by the group from which it is collected. Each site will share lessons learned and key outcomes from the quality improvement process with community partners. Programs will also be evaluated formally by the district ELO-P Director and ASES Coordinator to assess program quality, plan programs, and improve program quality each year. The evaluation process will include staff, parent,

Expanded Learning Opportunities Program Plan

and student surveys to gather feedback regarding the program.

Staff will demonstrate their commitment to continuous quality improvement daily through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity. Staff will help collect and support using data to understand strengths and weaknesses in programming. Staff will engage participants in the continuous quality improvement process by regularly soliciting feedback about program activities that is collected and used in the CQI process, then share data about the program strengths and challenges with participants, and involve them in program planning and goal setting sessions by including students on the improvement team.

Participants will be age-appropriate, actively engage in assessing strengths and weaknesses, and provide input for improvement based on quality standards through student leadership councils.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The ELO-P Director will create and update manuals that clearly define policies, procedures, and staff roles. Each ELO-P site will provide a user-friendly parent handbook that describes policies and procedures; provide the program organizational structure including lines of supervision for each site.

At each site ELO-P staff will maintain sign-in and sign-out procedure that comply with the requirements of the ASES Grant and allow for the collection of attendance data for reporting. The ELO-P Director and ASES Coordinator will maintain the attendance accounting information to allow for compliance in the event of audit or program requirement change.

.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?

RUSD has developed a comprehensive and fiscally responsible budget for ELO-P ensuring that all costs are reasonable, necessary, and allowable under applicable state and federal guidelines. The budget reflects our commitment to equity, access, and meaningful engagement for all students and their families, especially those from historically underserved populations.

Expanded Learning Opportunities Program Plan

This budget was developed in alignment with student and family input gathered through surveys, forums, and advisory groups. Based on that feedback, we prioritized the following:

- **Staffing and High-Quality Programming:** The largest portion of the budget goes toward hiring and training qualified staff to ensure safe, enriching, and academically supportive experiences. Credentialed teachers are hired to deliver high quality academic and enrichment-based instruction. Additionally, these ELO-P funded teachers will provide the Attendance Recovery instruction.
- **Access and Equity:** Transportation and technology support ensure all students, including those in rural and low-income areas, can participate fully.
- **Whole-Child Development:** Funding for enrichment, social-emotional learning, arts, and physical activity reflects community interest in holistic development beyond academics.
- **Family Engagement:** Budgeting for family events promotes stronger home-school connections and community cohesion.
- **Data and Improvement:** Dedicated resources for program evaluation ensure continuous improvement and alignment with state and local priorities.

By leveraging multiple funding streams and community partnerships, this budget provides a sustainable, needs-driven model that supports student success both academically and socially, in and out of the classroom.

Redlands Unified School District, ELO-P funds will be used to provide resources. The budget will be flexible for the ELO-P Director and site ELO-P Program Specialist to make allocation decisions as needed throughout the year.

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

- **Clear Communication and Training:** We will provide comprehensive training and clear guidelines to all school sites, staff, and partners involved in ELO-P. This includes understanding funding regulations, program design principles, and data collection requirements. Regular check-ins and opportunities for questions will be provided.
- **Robust Monitoring and Support:** The district will establish a systematic monitoring process, including site visits, program reviews, and data analysis, to ensure compliance and program effectiveness. We will offer ongoing technical assistance and support to address any challenges and help sites continuously improve their ELO-P offerings.
- **Accountability and Continuous Improvement:** We will implement clear accountability measures, linking ELO-P implementation to site-specific goals and student outcomes. Regular evaluation of program data and feedback from community partners will drive continuous improvement efforts, ensuring that ELO-P effectively meets the needs of our students.

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

Expanded Learning Opportunities Program Plan

41010-41024; California Government Code (GC) 13401-13407)

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

**Expanded Learning Opportunities
Program Plan**

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.

The district ELO-P Director and ASES Coordinator will coordinate a seamless and integrated partnership for expanded learning by cultivating and maintain relationships with school day staff and site leadership. Governance meetings with school administrators will be held to discuss the expanded learning program, and its goals and accomplishments for each school site. Expanded Learning Networking meetings and partnerships with local community-based organizations will collaborate to leverage resources.

The ELO-P sites have been chosen based on the highest community-based needs. Each site has, in addition, a current and active ASES or YMCA program. This opportunity to have resources that are more available will support the needs of the students at these school sites. The ELO-P Program Specialist at each site will ensure that every student accessing the additional opportunity is able to get the benefits and resources as one continuous program.

RUSD's comprehensive ELO-P has been branded as Exploration Experience to not differentiate between ELO-P and ASES programming and continued effort to allow students to have access to all adults serving during the after school programs will be made. Blending students and programming offers the best opportunity for 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?

Transitional Kindergarten and Kindergarten students will be supported in the ELO-P at the designated sites maintaining the 10:1 ratio using the ELO-P teachers and classified support staff. Outside vendors may also be a consideration should the need

Expanded Learning Opportunities Program Plan

for more classroom spaces or adults becomes necessary to ensure a quality program for our youngest students. Through district professional development and/or collaboration with the local community college, specific training in early childhood will allow personnel to provide age-appropriate learning and physical activities.

All ten of the designated elementary ELO-P school sites currently have full-day kindergarten and the expanded learning time will occur after the school day in the same manner as it is provided for 1st-5th grades. Transitional Kindergarten students attend an Early Bird/Late Bird model with at least 210 minutes of instructional, physical, and nutritional time built into those minutes. Transitional Kindergarten students who attend the Early Bird session, may have support from ELO-P teachers and/or support as needed to engage enrichment activities such as music, art, and developmental play until the after school ELO-P begins for K-5th grades. Additional minutes will be available after school until the ELO-P concludes. To meet the needs of the number of TK and kindergarten students outside agencies such as Boys and Girls Club will also support with off-site programming.

SAMPLE Nine Hour Transitional Kindergarten Schedule:

- 8:00-11:56 AM-Transitional Kindergarten School Program
- 11:56 AM-12:30 PM-Story Time Activities
- 12:30 PM-1:00 PM-Music Activities
- 1:00 PM-1:30 PM-Developmental Play Activities
- 1:30 PM-2:00 PM- Art Activities
- 2:00 PM-5:00 PM-ELO-P snack and activities in Reading, Math, Social Emotional Learning, Physical Activity, STEAM Activities, and on-site or off-site field trips and learning experiences, as well as specialty experiences provided by specific educators and vendors for the purpose of the ELO-P and ASES.

Summer School Intersession and/or Saturday School days will incorporate an added learning experience during the typical Transitional Kindergarten School Program both on-site and off-site experiences such as fields days, zoos, museums designed for younger aged students, parks, etc.

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?

General ELO-P communication to families via Parent Square allows for materials to be translated into primary language. Notifications about registration, enrollment, and programming details are included in District approved communication platform, currently Parent Square.

Forms and signatures are distributed and collected electronically and stored in an electronic database. Parents are provided with support for electronic access at the school site if needed.

Expanded Learning Opportunities Program Plan

Families who qualify for transportation during the regular school day are provided with this service.

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.

Off-site field trips are frequently scheduled during the 30 extra days, such as Saturdays. They are planned to support themes and lessons that are delivered throughout the year. Examples of planned trips include, but are not limited to, I Fly, zoo, children's museum, Palm Springs Aerial Tramway, Imagination Campus at Disneyland, and San Manuel Indian Pow Wow.

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.

No fees collected.

Sample Program Schedule- Regular School Day

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined

Expanded Learning Opportunities Program Plan

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.**

**Expanded Learning Opportunities
Program Plan**

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
2:00-2:30 PM Snack/Recess	2:00-2:30 PM Snack/Recess	2:00-2:30 PM Snack/Recess	2:00-2:30 PM Snack/Recess	2:00-2:30 PM Snack/Recess
2:30-2:50 PM <u>SEL</u>	2:30-2:50 PM <u>SEL</u>	2:30-2:50 PM <u>SEL</u>	2:30-2:50 PM <u>SEL</u>	2:30-2:50 PM <u>SEL</u>
2:50-3:10 PM Physical Education <u>Gymnastics</u>	2:50-3:10 PM Physical Education <u>Hot Dog Tag</u>	2:50-3:10 PM Physical Education <u>Cross the River</u>	2:50-3:10 PM Physical Education <u>Pin Down</u>	2:50-3:10 PM Physical Education <u>Roll then Balance</u>
3:10-3:45 PM Homework	3:10-3:45 PM Homework	3:10-3:45 PM Homework	3:10-3:45 PM Homework	3:10-3:45 PM Homework
3:45 PM Early Dismissal	3:45 PM Early Dismissal	3:45 PM Early Dismissal	3:45 PM Early Dismissal	3:45 PM Early Dismissal
3:45-4:00 PM STEAM <u>Science</u>	3:45-4:00 PM STEAM <u>Technology</u>	3:45-4:00 PM STEAM <u>Math</u>	3:45-4:00 PM STEAM <u>Engineering</u>	3:45-4:00 PM STEAM <u>Art</u>
4:00-4:15 PM Recess	4:00-4:15 PM Recess	4:00-4:15 PM Recess	4:00-4:15 PM Recess	4:00-4:15 PM Recess
4:15-4:30 PM STEAM Continued	4:15-4:30 PM STEAM Continued	4:15-4:30 PM STEAM Continued	4:15-4:30 PM STEAM Continued	4:15-4:30 PM STEAM Continued
4:30-4:45 PM Clean-up	4:30-4:45 PM Clean-up	4:30-4:45 PM Clean-up	4:30-4:45 PM Clean-up	4:30-4:45 PM Clean-up
4:45-5:00 PM Dismissal	4:45-5:00 PM Dismissal	4:45-5:00 PM Dismissal	4:45-5:00 PM Dismissal	4:45-5:00 PM Dismissal

**Expanded Learning Opportunities
Program Plan**

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

Expanded Learning Opportunities Program Plan

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at school sites 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):

Expanded Learning Opportunities Program Plan

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.

**Expanded Learning Opportunities
Program Plan**

- (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.