

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:	Banning Unified 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. Florida Street Discovery Center
2. Cabazon Elementary School
3. Central Elementary School
4. Hemmerling Elementary School
5. Hoffer Elementary School
6. Nicolet Middle School
7. Banning High School
8. Banning Independent Study School
9. New Horizons High School

Governing Board Approval Date:	September 11, 2025
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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 safety and well-being of students is the highest priority for Banning Unified School District (BUSD). All programs are offered on school campuses, ensuring students remain in a familiar, supervised, and supportive environment without requiring transportation offsite.

Staffing and Training:

All employees and volunteers undergo mandatory criminal background checks, including review of the National Sex Offender Database, prior to employment and annually thereafter. Staff and volunteers are mandated reporters of suspected child abuse and are trained annually in child safety procedures. Safety trainings include First Aid/CPR certification, earthquake preparedness, active shooter response, lockdown procedures, evacuation, severe weather, fire safety, intruder response, and accident/medical emergency protocols. Staff also receive training in classroom management, social-emotional learning (SEL), and positive behavior practices to ensure a supportive environment for all students.

Safety Procedures and Incident Reporting:

Current or urgent safety incidents are addressed immediately through the district chain of command, beginning with site staff and Site Directors, and escalating to the district ASES Coordinator and administration as needed. Parents and guardians are promptly notified via phone, email, or in-person meetings. Monthly district safety meetings with Site Directors, and regular site-level staff meetings, ensure all staff remain updated on safety protocols, student health needs, and program logistics. Each site maintains District Emergency Handbooks, school evacuation maps, and coordinates after-school safety drills to align with school-day practices.

Student Health and Records:

Site Directors and staff collaborate regularly with school nurses to address student health needs, maintain accurate health records, and update staff on student-specific medical alerts. Emergency contact information and important local resources (e.g., School Resource Officers, Child Protective Services, Sheriff, Maintenance and Operations) are readily available at each site. COVID-19 health and safety procedures, aligned with state, county, and district requirements, are in place to protect students and staff.

Supportive Environment:

Expanded Learning programs are designed to foster belonging, safety, and positive relationships. Staff establish classroom routines, agreements, consequences, and conduct daily student check-ins to build trust and consistency. Parents are engaged through orientations, newsletters, check-ins, and phone calls. Weekly programming emphasizes social-emotional skill development, team building, and inclusive activities that promote positive peer interactions and a sense of community.

Campus Support Services:

A network of support services strengthens the program's safe and nurturing environment:

- Security Personnel: Monitor campus entry points, conduct safety drills, and enhance school-wide preparedness.
- Custodial Staff: Maintain clean, safe, and hazard-free facilities.
- Librarians: Support academic enrichment by promoting reading and intellectual curiosity.
- Office Staff: Provide communication, attendance monitoring, and a welcoming environment for students and families.

- Yard Duty Aides: Supervise outdoor play areas, mediate conflicts, and encourage inclusive, positive social interactions.
- By combining rigorous safety procedures, comprehensive staff training, proactive communication with families, and supportive enrichment activities, the program provides students with a secure, healthy, and nurturing environment where they can thrive academically, socially, and emotionally.

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 Expanded Learning Program (ELP) is designed to provide students with an emotionally safe and supportive environment that promotes their social, emotional, and academic growth. The program incorporates Social-Emotional Learning (SEL) practices as a foundation for daily interactions, ensuring that students feel valued, respected, and connected to caring adults and peers.

Staff are trained in positive behavior supports and restorative approaches to foster inclusive environments where students can express themselves safely. Daily check-ins, classroom agreements, and structured routines create predictability and consistency, which help students feel secure. Programs integrate opportunities for students to build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—the five core SEL competencies identified by CASEL.

Students engage in activities such as team-building games, mindfulness practices, collaborative projects, and reflection circles that strengthen peer connections and cultivate empathy and respect. Staff model and reinforce positive communication, conflict resolution, and problem-solving skills to support students' emotional regulation and sense of belonging.

Family engagement is also emphasized through orientations, newsletters, and ongoing communication, ensuring that parents are partners in supporting the social-emotional development of their children. By weaving SEL into both academic and enrichment activities, the ELP ensures that students not only succeed academically but also develop resilience, confidence, and strong interpersonal skills.

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.

Program supervisors collaborate with site principals to design programs that not only support academics but also create an emotionally safe and supportive environment where students feel a sense of belonging. Homework time is structured as a continuation of the regular classroom routine, providing consistency and predictability that helps students feel secure. During this time, students receive support in completing assignments and are encouraged to engage in reading, reinforcing both academic and emotional confidence.

In addition to academic support, the Expanded Learning Program (ELP) integrates enrichment and mentorship. Through Project Learn, staff intentionally create opportunities for students to engage in fun, academically beneficial, and emotionally supportive activities such as leisure reading, writing, discussions with caring adults, and collaborative games. These activities not only reinforce classroom learning but also build positive relationships and promote social-emotional growth by encouraging teamwork, communication, and problem-solving.

Beyond academics, the ELP incorporates a wide range of enrichment activities that foster social-emotional learning and holistic development. On athletic fields, students participate in team sports that teach cooperation, discipline,

and leadership. On playgrounds and through painted asphalt games, students engage in both structured and creative play that promotes problem-solving, conflict resolution, and peer connection. In the music program, students explore creativity and emotional expression through rhythm, melody, and collaboration, which supports both cognitive development and emotional well-being.

Throughout all activities, staff model and reinforce SEL competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Daily check-ins, group agreements, and reflection opportunities allow students to share their thoughts and feelings in a safe environment. Parents are also engaged through orientations, newsletters, and regular communication, strengthening the school-home connection to support students' emotional and academic growth.

By blending academic support, enrichment, and intentional SEL practices, the program ensures that students not only succeed in school but also develop the confidence, resilience, and positive relationships needed to thrive in a safe and supportive environment.

3—Skill Building

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

The Expanded Learning Program (ELP) operates Monday through Friday from before school (6:30 am - 9:00 am) and after school (dismissal until 6:00 p.m., some weekends, and during intersession days. The ELP is aligned with each school site's calendar and schedule. Through its collaboration with service providers, the program provides a structured balance of academic support, enrichment, and recreational opportunities that prioritize skill building in multiple domains. Students begin each afternoon with a healthy snack and homework assistance, followed by participation in high-yield activities designed to strengthen both academic and life skills.

Academic skill building is embedded into daily programming. Students receive targeted academic support through the Academic Intervention Program as well as ongoing homework assistance. High-yield learning activities (HYLAs) reinforce essential skills such as reading comprehension, writing, vocabulary, and math mastery. Examples include AR reading, interactive games like Mad Libs for grammar practice, and Jenga-style math challenges. Each activity is introduced with a clear learning objective and concludes with youth reflection, giving students the opportunity to articulate what they have learned and practice metacognitive skills.

Beyond academics, students engage in enrichment activities that build creativity, cultural awareness, and practical life skills. The Artist of the Month program exposes students to various artistic styles and techniques, expanding their creative skillset.

Recreational, athletic, and performing arts opportunities also emphasize skill development. Students participate in organized sports and outdoor recreation to practice teamwork, discipline, and leadership, while dance and music activities foster rhythm, coordination, and self-expression. Through these experiences, students develop communication, problem-solving, and collaboration skills that support both social-emotional growth and lifelong success.

By providing a variety of structured, engaging, and intentional opportunities, the ELP ensures that every student has access to skill-building experiences that complement their academic day, strengthen their self-confidence, and prepare them for success in school and beyond.

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.

The Expanded Learning Program (ELP) is designed to ensure that students have meaningful opportunities to contribute their voices and take on leadership roles. Focus groups are held at each site to gather input from students about which activities and programs align with their interests and needs. In addition, ELP contracted leads visit school sites regularly to meet with students directly, allowing for ongoing dialogue about their after school experience and identifying areas for program improvement.

Youth voice is embedded into daily programming through structured reflection. At the start of each activity, staff set clear expectations and introduce learning objectives. At the end, students participate in post-activity reflections to share whether expectations were met, how much they enjoyed the activity, and suggestions for improvement. This continuous cycle of feedback allows students to shape program offerings and ensures activities remain engaging and responsive to their needs.

Students also have opportunities to develop authentic leadership skills through the Junior Staff and Torch Club programs. Torch Club, designed for youth ages 10–13, provides students with structured opportunities to practice citizenship, teamwork, and character development by planning service projects, leading peer activities, and mentoring younger students. Junior Staff members take on more advanced leadership roles by assisting with daily program operations, serving as role models for peers, and supporting staff in activity facilitation. These leadership pathways help students build confidence, responsibility, and essential life skills.

By providing structured opportunities for youth to lead, mentor, and inform decision-making, the program empowers students to play an active role in shaping their learning environment, while also developing leadership, communication, and problem-solving skills that prepare them for future success.

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.

Banning Unified School District's (BUSD) after-school programs align with the goals of the District Wellness Plan, ensuring students have access to nutritious meals, quality health education, and daily opportunities for physical activity in a safe, supportive environment. The program emphasizes the development of lifelong healthy habits by integrating nutrition, fitness, and social-emotional well-being into daily activities.

Nutritious meals and snacks are provided through the BUSD Food Services Department, which offers breakfast, lunch, and after-school snacks that meet federal and state nutrition standards. Menus are reviewed annually for compliance by the State and/or USDA Nutrition Services to ensure that students receive balanced meals that support physical health and learning. Staff also incorporate nutrition education into programming, including cooking demonstrations and "healthy alternatives" workshops, to help students make informed food choices and develop sustainable healthy eating behaviors.

Physical activity is embedded daily through both structured recreation and free play. Organized sports such as soccer, flag football, basketball, and CIF sanctioned sports teach teamwork, discipline, and sportsmanship, while playground activities and painted asphalt games encourage cooperative play and skill development.

Staff serve as positive role models in health, fitness, and nutrition, and receive training to effectively support student wellness. Through consistent encouragement, modeling, and structured opportunities, staff reinforce the importance of making healthy choices both in and out of school. The program also engages families and the broader community in promoting wellness, creating continuity between school and home environments and strengthening support for students to practice lifelong healthy habits.

By combining nutritious meals, health education, daily fitness opportunities, and strong adult role models, the Expanded Learning Program (ELP) ensures that students are equipped with the knowledge, skills, and motivation to make healthy choices and maintain active, balanced lifestyles.

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 Expanded Learning Program (ELP) serves a diverse student population reflective of the Banning community. Districtwide, we serve a population comprised of: American Indian/Alaska Native (3%), Asian (4.5%), Black/African American (7.9%), Filipino (0.9%), Hispanic/Latino (67.8%), White (12.9%), Pacific Islander (0.01%), and Two or More Races (2.6%). With 91.1% of students qualifying for free or reduced-price meals, the program also plays a vital role in addressing the needs of low-income families by offering daily access to supper and snacks.

The program creates a welcoming and inclusive environment for all youth by celebrating cultural and linguistic diversity. Many staff members are bilingual and representative of the community, enabling them to provide language support and cultural responsiveness. Activities such as Around the World allow students to explore global cultures through traditions, foods, holidays, and crafts, while staff are encouraged to design activities that reflect their own cultural strengths in art, music, and culinary experiences. These opportunities help students learn from one another, build respect, and foster cultural awareness.

The program also prioritizes access and equity for students with disabilities. All sites are ADA compliant, and program staff participate in IEP and SSI meetings as part of the child's support plan and adapt activities to ensure full participation for students with diverse abilities. This inclusive approach allows students with disabilities to thrive alongside their peers in a safe and supportive environment.

All students are welcome to enroll in the program regardless of race, color, religion, sex, income level, national origin, physical ability, sexual orientation, or gender identity/expression. Through its intentional focus on cultural relevance, disability inclusion, and equitable access, the ELP ensures that every student can participate fully, feel valued, and benefit from enriching learning opportunities beyond the school day.

7—Quality Staff

Staff Engagement

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

Banning Unified School District (BUSD) ensures that Expanded Learning Program (ELP) staff are highly qualified, well-trained, and deeply committed to supporting student success. All staff meet the same federal, state, and district requirements to work with students as instructional aides during the regular school day. Site Directors must hold either 48 units of college credit or an Associate of Arts degree (or higher). All staff are required to pass the district

paraprofessional assessment, drug and TB screenings, fingerprint clearance, and mandated trainings in abuse prevention, harassment, and child abuse reporting.

Recruitment and Retention:

Staff are recruited through multiple channels, including employee referrals, local community colleges, the Boys & Girls Clubs of America (BGCA) website, Indeed, and community postings. Retention is supported by competitive salaries, opportunities for upward mobility within the organization, professional development, and employee recognition. Many ELP staff have served the program for multiple years, providing continuity and trusted relationships for students.

Onboarding and Training:

New hires complete their organization's onboarding process. CPR certification is required within 90 days of hire. In addition, staff participate in 30-, 60-, and 90-day evaluations, followed by annual performance reviews, to ensure program quality and accountability.

Student Engagement with Quality Staff:

By ensuring staff are well-trained, culturally responsive, and supported with professional growth opportunities, BUSD creates an environment where students consistently interact with caring, knowledgeable adults. Staff build meaningful relationships, provide mentoring, and model positive behavior, which enhances students' sense of belonging and engagement in the program. This focus on quality staffing ensures students are supported academically, socially, and emotionally throughout their expanded learning experience.

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 instructional aides and Expanded Learning Program (ELP) staff employed by Banning Unified School District (BUSD) are required to meet the same minimum qualifications as instructional aides serving in the regular day program. Instructional aides must possess either (1) 48 semester units of college coursework, (2) an Associate of Arts (AA) degree or higher, or (3) a passing score on the district's paraprofessional assessment, in alignment with federal and state requirements under the Every Student Succeeds Act (ESSA).

Health and Safety Screening:

To ensure the safety and well-being of all students, every staff member must complete a comprehensive health and safety clearance process prior to beginning work. This includes:

- Tuberculosis (TB) risk assessment and/or TB test clearance
- Pre-employment drug screening
- Fingerprinting and Department of Justice (DOJ)/FBI background clearance
- Mandated trainings on child abuse reporting, sexual harassment, and abuse prevention
- CPR and First Aid certification (required within 90 days of hire)

These requirements ensure staff are prepared to provide a safe, supportive, and responsive environment for students.

Maintaining Staffing Ratios:

BUSD strictly adheres to the staffing ratio requirements established by the California Department of Education for Expanded Learning programs:

- A maximum of 20:1 student-to-staff ratio for general program activities (1st-12th grade)
- A maximum of 10:1 ratio for TK through kindergarten.

To maintain compliance, program enrollment is capped at each site based on available staff, and attendance is monitored daily. Site Directors are responsible for scheduling, monitoring ratios, and arranging substitute coverage as needed to ensure ratios are consistently met.

These measures ensure that students benefit from a safe, well-supervised learning environment with sufficient individualized attention to support both academic and social-emotional growth.

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)]).

Banning Unified School District (BUSD) is committed to providing robust and ongoing professional development to ensure staff are equipped with the skills, knowledge, and competencies necessary to engage and enrich students.

Pre-Service Training:

Prior to the start of each school year, all ELP staff participate in a comprehensive two-day training institute. This pre-service training orients staff to the district's Expanded Learning Program (ELP) vision, safety protocols, program expectations, youth development practices, and site-specific procedures. Staff also receive training in mandated reporting, CPR/First Aid, and strategies for fostering inclusive and supportive learning environments.

Ongoing Professional Development:

Staff development is continuous throughout the school year and includes:

- Weekly site-based meetings that focus on immediate program needs, curriculum delivery, and student support strategies.
- Monthly program-wide trainings that reinforce best practices in youth development, classroom management, positive behavior support, and enrichment facilitation.
- Annual professional development sessions, including workshops led by district specialists, CAL-SAC trainings, Boys & Girls Clubs of America resources, and community partners.
- Statewide conferences such as the Best Out-of-School Time (BOOST) Conference, which expose staff to innovative practices, networking, and expanded learning research.

Tools and Resources:

Staff have access to a wide range of tools and resources, including:

- BGCA's Leadership University online training modules (e.g., Child & Club Safety 101, Emotional Intelligence, Youth Voice).
- District-supported technology platforms for attendance, data tracking, and communication.
- Curriculum guides, enrichment toolkits, and social-emotional learning resources tailored to Expanded Learning programs.

Closing Days for Professional Development:

In alignment with Education Code Section 46120(b)(8), the program may close for up to three instructional or non-instructional days per year to conduct targeted staff development. This ensures that all program personnel have the opportunity to deepen their knowledge, refine instructional practices, and align program activities with student needs and district goals.

This comprehensive training plan ensures staff are consistently supported in their professional growth and prepared to deliver safe, enriching, and high-quality programming that meets the diverse needs of BUSD students.

8—Clear Vision, Mission, and Purpose

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

Banning Unified School District (BUSD) is committed to supporting the whole child by providing safe, engaging, and enriching opportunities beyond the regular school day. Our Expanded Learning Programs (ELP), which include both Before School and After School services, are designed to promote academic support, social-emotional growth, and enrichment activities aligned with California's Quality Standards for Expanded Learning.

The vision and mission of ELP are directly aligned with BUSD’s commitment to Prepare, Inspire, and Educate every student. In keeping with the district’s mission, ELP provides opportunities for students to become responsible, respectful, and prepared learners who are supported in achieving their full potential. Programs are guided by BUSD’s core values of Diversity, Teamwork, Integrity, Collaboration, Trust, Respect, and Connection, ensuring that students feel safe, included, and supported in their individual growth.

Expanded Learning Programs also align with BUSD’s Local Control and Accountability Plan (LCAP) goals by:

- Improving student achievement and readiness through targeted academic support and enrichment.
- Promoting social-emotional development and wellness to ensure students are connected, safe, and thriving.
- Strengthening family and community partnerships to build collaborative systems of support.
- Providing equitable access to high-quality opportunities that prepare students for college, career, and life success.

Through this alignment, ELP serves as an extension of the regular school day, ensuring continuity of learning and holistic support so that all BUSD students are prepared, inspired, and educated to reach their fullest potential.

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.

Banning Unified School District (BUSD) values the voices of students and families as essential partners in shaping and improving the Expanded Learning Program (ELP). The development of the program plan is grounded in feedback gathered through multiple avenues, ensuring the program reflects the needs, priorities, and aspirations of the community it serves.

Student and family input is collected annually through the BUSD Local Control and Accountability Plan (LCAP) survey, which helps identify program priorities and areas of need. In addition, the Panorama Survey is administered to both students and parents to assess social-emotional learning (SEL) needs, sense of belonging, and overall satisfaction with school and expanded learning opportunities. The results of these surveys guide the design of enrichment activities, academic supports, and wellness initiatives offered through the program.

Families and students also have opportunities to engage through site-level parent meetings, advisory groups, and community forums, where they can provide input and feedback on program operations, activities, and scheduling. Program staff collaborate with school principals, school site councils, and parent advisory committees to review data, monitor progress, and align Expanded Learning with broader school and district goals.

Throughout the year, families remain engaged through regular communication, family events, and ongoing feedback opportunities, ensuring the program continues to adapt to emerging needs. By embedding student and family voice

into planning and implementation, BUSD ensures that the Expanded Learning Program is responsive, inclusive, and supportive of the diverse needs of its 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.

Banning Unified School District (BUSD) works closely with community-based organizations (CBOs) and non-LEA partners to co-design, implement, and continuously refine the Expanded Learning Program (ELP). Partnerships with the Boys & Girls Clubs of the San Geronio Pass (BGCSGP) and Right At School (RAS) are central to program delivery, ensuring that students have access to engaging, high-quality enrichment and academic support opportunities.

At the beginning of each school year, BUSD, BGCSGP, and RAS collaborate to revisit program goals, identify emerging needs, and align services with student and family priorities. Program partners also meet twice annually—midyear (winter) and spring—alongside site staff, and school administration to review implementation, assess outcomes, and make adjustments. Surveys from students and families further inform program refinement, ensuring the design remains student-centered and responsive.

ELP coordination is intentionally aligned with districtwide initiatives, including the California Community Schools Partnership Program (CCSPP) and the Multi-Tiered System of Supports (MTSS). Community partners play a key role in supporting these frameworks by:

- Academic Support: Providing tutoring, mentoring, and college readiness opportunities through partnerships with Mt. San Jacinto College, Riverside Community College, UC Riverside, Crafton Hills College, and Cal State San Bernardino.
- Social-Emotional and Behavioral Supports: Collaborating with school counselors, community liaisons, and SEL providers to strengthen Tier 1 and Tier 2 supports for students.
- Enrichment and Leadership Development: Offering youth leadership programs, arts, STEM, athletics, and service opportunities that expand beyond the traditional school day.

Local partners—including the Riverside County Office of Education, law enforcement, fire services, local businesses, service clubs, faith-based organizations, and the Pass Collaborative (a 45-member multi-agency group focused on serving youth)—contribute expertise, resources, and mentorship that enrich the program and ensure alignment with broader community needs.

Through these strategic collaborations, BUSD ensures that the Expanded Learning Program is deeply connected to both the school system and the larger community, fostering student success, family engagement, and whole-child development.

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.

Banning Unified School District's Expanded Learning Program (ELP) uses a comprehensive Continuous Quality Improvement (CQI) process that incorporates both academic and social-emotional data to guide program reflection, planning, and refinement. The program's CQI cycle is designed to ensure that all practices and activities are

intentional, student-centered, and aligned to California’s Quality Standards for Expanded Learning.

Data Collection:

To monitor student growth and program effectiveness, multiple sources of data are collected and reviewed, including:

- Panorama Student and Parent Surveys (administered districtwide) to measure social-emotional learning (SEL) needs such as self-management, social awareness, perseverance, and school connectedness.
- End-of-Year Student and Family Surveys to assess program satisfaction and identify opportunities for enrichment.
- Behavioral and Engagement Data (attendance, participation rates, homework completion, behavioral referrals, and positive recognition tracking).
- BGCA CQI Tool – High Quality Club Experience Action Plan, used by our Boys & Girls Club partner to evaluate program quality and youth engagement.
- Site-Level Feedback from teachers, principals, instructional aides, and ELO-P staff on student skill development, collaboration, and behavior.

CQI Process:

The district, site administrators, and program partners (BGCSGP, Right At School, and community-based organizations) engage in a structured cycle of reflection and improvement:

- Assess: Review survey results, behavioral and SEL data, and stakeholder feedback (June–August).
- Plan: Identify 1–2 focus standards and priority areas based on student social-emotional needs (September–October).
- Implement and Monitor: Collect evidence monthly on program activities and SEL supports that address identified focus areas (September–June).
- Reflect and Adjust: Provide narrative summaries in November, February, and May to document progress and make mid-course adjustments.
- Evaluate: At year’s end, complete surveys, analyze outcomes, and score program effectiveness across all CQI standards (May–June).

Application of Data:

Collected data is used to strengthen program design and student supports in the following ways:

- Social Skills and Conflict Resolution: Data on peer interactions is used to embed restorative practices, cooperative learning, and team-building activities.
- Self-Control and Perseverance: Survey results and behavioral observations inform the integration of mindfulness, goal-setting, and resilience-building strategies.
- Academic Mindset: Feedback on student attitudes toward learning guides the expansion of enrichment and tutoring opportunities to build confidence and persistence.
- School Connectedness: Student voice from Panorama and program surveys ensures activities foster belonging, cultural relevance, and engagement with trusted adults.

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.

Banning Unified School District maintains clear and accessible policies and procedures to ensure consistency and transparency in the Expanded Learning Program (ELOP). All program guidelines, including enrollment/registration procedures, attendance expectations, program offerings, and parent communications, are documented and made available to families.

Families can access program policies, applications, and attendance guidelines on the district's website at the following link: <https://www.banning.k12.ca.us/administration-services/student-services/elop>

In addition, program updates and important reminders are communicated regularly to families through multiple digital platforms, including district and site websites, email, text messaging, and other school-approved communication systems. This ensures that families remain informed and have consistent access to program expectations, resources, and supports.

Documentation and record-keeping practices are aligned to district and state requirements. This includes:

- Enrollment/Registration: Applications and student records are maintained through the district's secure student information system.
- Attendance Tracking: Daily attendance is monitored and logged in compliance with state reporting requirements and program funding guidelines.
- Program Records: Site-level and district-level staff maintain records of student participation, program offerings, and communication logs to ensure accountability and alignment with Education Code.

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?

Banning Unified School District's Expanded Learning Opportunities Program (ELO-P) budget for the 2025–26 school year totals \$5,386,118. All expenditures are aligned with Education Code requirements to ensure costs are reasonable, necessary, and allowable. The budget is designed to directly reflect the needs of students and families in our community by providing safe, enriching, and accessible programs before school, after school, and during the summer months.

- 1) Summer School (\$1,200,000) – Offers expanded access to academic support, enrichment, and targeted interventions for students K–12.
- 2) Before and After School Programs (\$1,200,000) – Contracted services with the Boys & Girls Club (BGC) and Right At School (RAS) to provide safe, structured, and engaging learning opportunities for students outside the school day.
- 3) TK/K Full-Day Implementation (\$1,000,000) – Supports staffing, instructional resources, and enrichment activities to expand access to full-day TK and Kindergarten, ensuring equity and early learning readiness.
- 4) Instructional Materials & Supplies (\$1,986,118) – Provides curriculum, supplies, and resources needed to support enrichment, social-emotional learning, and academic programming across all ELP initiatives.

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

Banning Unified School District (BUSD) has established a comprehensive oversight and accountability structure to ensure the proper implementation of all Expanded Learning Program (ELP) requirements. Oversight is led by the Director of Student Services, who is responsible for program compliance, quality assurance, and alignment with district and state priorities.

1. Program Oversight and Leadership

- The Director of Student Services provides direct supervision of all ELO-P programs, including summer school, before and after school programs, TK/K full-day implementation, and enrichment services.

- Responsibilities include contract management with external providers (Boys & Girls Club of San Geronio Pass and Right At School), monitoring program fidelity, ensuring services align with student needs, and conducting site visits.
- The Director serves as the primary liaison with the California Department of Education (CDE), ensuring adherence to statutes, regulations, and program guidelines.

2. Compliance and Monitoring Structures

- Annual Program Plan Review: The Director, in collaboration with site principals, Site Coordinators, and contracted providers, conducts annual reviews of ELO-P plans to ensure compliance with Education Code and alignment with the District's LCAP goals.
- Quarterly Progress Monitoring: Each quarter, the Director reviews attendance data, student outcome measures, and expenditure reports to confirm alignment with budgeted priorities and allowable costs.
- Contract Oversight: Regular check-ins with BGC and RAS leadership teams are conducted to ensure contractual obligations are met, services are delivered as designed, and student safety and engagement remain top priorities.

3. Data-Driven Continuous Quality Improvement (CQI)

- The Director of Student Services oversees the collection and analysis of student social, behavioral, and skill development data, including attendance, participation rates, SEL survey results, and academic progress.
- Data are reviewed with stakeholders (site administrators, teachers, and community partners) to identify strengths and areas for improvement, ensuring that programming is responsive to student needs.
- CQI cycles are documented and shared with the Board of Education, families, and community partners for transparency.

4. Policies, Procedures, and Communication

- The Director ensures that all policies, procedures, and program materials (including enrollment, attendance tracking, and program guidelines) are updated annually and posted on the District website at BUSD ELO-P Website.
- Families are informed of offerings and policies through multiple communication channels including email, text alerts, district newsletters, and school site meetings.
- Compliance with state reporting requirements is ensured through systematic record-keeping and documentation of enrollment, attendance, and expenditures.

5. Accountability and Reporting

- The Director of Student Services prepares annual reports for the Superintendent and the Board of Education, summarizing program implementation, budget expenditures, and student outcomes.
- Findings from state or district audits are reviewed by the Director and corrective action plans are implemented immediately, if needed.
- Parent and student feedback is systematically gathered through surveys and forums, ensuring family voices inform program adjustments.

6. Coordination with Other District Initiatives

- To maximize impact, the Director ensures ELO-P programming is coordinated with Community Schools, Multi-Tiered Systems of Support (MTSS), LCAP priorities, and Restorative Practices initiatives, creating a unified system of academic, social-emotional, and enrichment supports.
- Collaboration with local community-based organizations further extends services beyond the school day, reinforcing a holistic approach to student growth.

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

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

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

General Questions

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

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

Do you have an ASES Grant?

Yes

Do you have a 21st CCLC Grant?

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.

Banning Unified School District (BUSD) strategically coordinates the use of After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELO-P) funds to provide a comprehensive and universal Expanded Learning Program that meets the diverse needs of students and families.

- ASES Grant: ASES serves as the primary funding source for most after-school program offerings, including academic support, enrichment, and youth development activities.
- ELO-P Funds: ELO-P is used to fund before-school programs and to extend opportunities beyond what ASES can cover. ELO-P also supports expanded program elements such as summer school, TK/K full-day implementation, and supplemental instructional materials.
- Blended Support: Once ASES funds are fully utilized, BUSD leverages ELO-P dollars to supplement after-school programs, ensuring that every student who wishes to participate has equitable access regardless of capacity or funding limitations.

By braiding ASES and ELO-P funding, BUSD creates a seamless system of supports across before-school, after-school, and summer programming. This approach ensures sustainability, maximizes resources, and reflects the District's commitment to removing barriers so that all students can benefit from engaging, high-quality expanded learning opportunities.

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?

Maintaining a pupil-to-staff ratio of no more than 10:1 is critical to ensure that transitional kindergarten (TK) and kindergarten students receive individualized attention, a safe learning environment, and developmentally appropriate instruction. Banning Unified School District (BUSD) has established a comprehensive plan to maintain this ratio while providing high-quality, age-appropriate programming.

1. Recruitment and Hiring

- BUSD actively recruits qualified early childhood educators with experience in TK/K settings or early childhood education.
- Partnerships with local colleges, universities, and teacher preparation programs help attract candidates with specialized training in early childhood development.
- Competitive salaries, professional development opportunities, and supportive work environments are offered to recruit and retain high-quality staff.

2. Staff Training and Professional Development

- All TK/K staff receive ongoing training in child development, early literacy, social-emotional learning, and age-appropriate teaching strategies.
- Workshops and seminars are offered on topics such as language development, classroom management for young children, play-based learning, and inclusive practices.
- New staff members participate in a two-day pre-service training prior to the school year, with additional in-service and monthly check-ins to reinforce developmentally appropriate practices.

3. Mentoring and Support

- Experienced teachers serve as mentors to new staff, providing guidance on best practices for working with young children.
- Staff collaborate through weekly meetings, peer observations, and ongoing coaching to strengthen instruction, classroom management, and social-emotional support.

4. Scheduling and Maintaining Ratios

- Classroom schedules are designed to ensure consistent coverage and supervision, maintaining a 10:1 pupil-to-staff ratio at all times.
- Flexible staffing plans allow for additional support during high-need periods (transitions, snack/lunch, outdoor play) without exceeding the maximum ratio.
- Floating aides or co-teachers are available to provide additional support and ensure individualized attention for students.

5. Curriculum and Developmentally-Informed Programming

- TK/K programs implement a play-based, hands-on curriculum aligned with the California Preschool Learning Foundations and Kindergarten Content Standards.
- Activities emphasize cognitive, social-emotional, physical, and language development, including structured and unstructured play, arts, literacy, STEM exploration, and guided social-emotional skill-building.
- Instructional materials, books, and resources are age-appropriate, culturally responsive, and inclusive, ensuring that every student has access to engaging learning experiences.
- Staff integrate daily routines and SEL strategies to foster self-regulation, cooperation, and school readiness skills.

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?

Banning Unified School District (BUSD) is committed to ensuring that all families have clear and accessible information about Expanded Learning Opportunities Programs (ELO-P). Communications are provided through multiple channels to meet the needs of our diverse community, including:

- Email notifications and digital newsletters in English and Spanish.
- School and District websites, including the ELO-P webpage: [BUSD ELO-P Information](#).

- Text message alerts and phone calls for time-sensitive updates.
- Paper flyers and informational packets distributed at school sites.
- Bilingual staff and translators are available at enrollment events, meetings, and upon request to ensure comprehension and accessibility for English learners.

Enrollment for ELO-P is designed to be straightforward and accessible to all families:

1. **Distribution of Forms:** Enrollment forms are distributed to families at the start of the school year through digital channels (email, website) and via paper copies sent home with students. Forms are also available at each school site for families who may need assistance.
2. **Completion and Signatures:** Families complete the enrollment forms, including emergency contact and health information. Both parent/guardian and student acknowledgment sections are required.
3. **Submission and Storage:** Completed forms are submitted to school site staff or via secure digital submission. Physical forms are stored in locked cabinets at the school site, and digital forms are maintained in the District's secure student information system, ensuring confidentiality and compliance with privacy regulations.

Transportation

- **Summer and intersession programs:** BUSD provides transportation to and from program sites for all participating students to ensure equitable access.
- **During the regular school year:** Transportation is not provided for ELO-P programs because programs are offered at all school sites, making them accessible within walking distance or through routine family transportation arrangements. Families are informed of program locations and schedules to facilitate attendance.

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.

All field trips funded through the Expanded Learning Opportunities Program (ELO-P) will follow ELO-P guidelines and maintain alignment with program goals, academic instruction, and enrichment objectives. Field trips are designed to provide students with hands-on, experiential learning opportunities that enhance their understanding of core academic concepts, social-emotional skills, and cultural awareness.

Field trips are planned to support the academic and enrichment components of the ELO-P. Each trip is intended to:

- Reinforce classroom learning in subjects such as science, history, art, and literacy.
- Promote social-emotional learning skills, including collaboration, communication, problem-solving, and responsible decision-making.
- Encourage cultural awareness and broaden students' exposure to diverse experiences.

- Provide opportunities for students to connect theoretical knowledge with real-world experiences.

Students will develop skills such as critical thinking, observation and analysis, teamwork, creativity, and reflection. Field trips also provide authentic opportunities for students to practice appropriate social behaviors, follow rules and expectations, and engage meaningfully with content outside the classroom.

Field Trip Examples

- Science Museum Visit: Students explore exhibits on biology, physics, and environmental science to reinforce STEM curriculum concepts. Grades 3–5. Duration: 3 hours. Anticipated dates: Spring semester.
- Historic Site or Cultural Museum: Students participate in guided tours and activities to deepen understanding of local history, government, or cultural heritage. Grades 4–6. Duration: 2–3 hours. Anticipated dates: Fall semester.
- Art or Performing Arts Venue: Students engage in visual or performing arts activities and workshops, connecting to art curriculum and creative expression. Grades K–8. Duration: 2 hours. Anticipated dates: Throughout the school year.

Transportation and Supervision

- Transportation for all ELO-P funded field trips is arranged by BUSD, with safe and efficient routes coordinated in advance.
- Programs maintain all ELO-P student-to-staff ratios and ensure that staff meet the minimum qualifications for instructional aides as required by District policy.
- All field trips follow district policies and procedures, including signed parent permission forms, health and safety protocols, and emergency procedures.

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.

Banning Unified School District (BUSD) is committed to ensuring equitable access to high-quality Expanded Learning Programs for all students. In alignment with our mission to support the whole child and remove barriers to participation, no family fees are charged for students to attend before-school, after-school, or summer programs, including Transitional Kindergarten and Kindergarten programs.

By providing free access, BUSD ensures that all students, regardless of income, housing status, or foster care placement, have the opportunity to benefit from academic support, enrichment activities, and social-emotional learning experiences. This policy removes financial barriers and promotes full participation across the community.

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 Expanded Learning Opportunities Program Plan Guide for Banning Unified School District

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.**

Banning Unified School District combines the instructional day, Expanded Learning Opportunities Program (ELO-P), ASES, California State Preschool Program (CSPP for TK/K), and other funding sources to provide a minimum of nine hours of daily programming. The program intentionally blends academic instruction, social-emotional learning, enrichment activities, physical activity, and homework support to ensure a well-rounded experience for all students.

6:30 AM – 9:00 AM Morning Program & Breakfast
9:00 AM – 9:30 AM Core Program Instruction & Check-in
9:30 AM – 10:30 AM Language Arts & Literacy Development
10:30 AM – 10:45 AM Morning Snack Break
10:45 AM – 11:45 AM Math & Science Exploration
11:45 AM – 12:15 PM Lunchtime & Recess
12:15 PM – 2:00 PM Social Studies & Art Activities
2:00 PM – 3:15 PM Physical Education or Music & Movement
3:15 PM – 3:30 PM Transition to Afterschool Program
3:30 PM – 5:00 PM Enrichment Activities
5:00 PM – 5:30 PM Homework Assistance & Academic Enrichment
5:30 PM – 6:00 PM Quiet Reading & Story Time

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.



Banning Unified School District Expanded Learning Program

Banning Unified School District is committed to supporting the whole child by providing safe, engaging, and enriching opportunities beyond the regular school day. Our Expanded Learning Programs (ELP) offer both Before School and After School services that promote academic support, social-emotional growth, and enrichment activities aligned with California's Quality Standards for Expanded Learning.

Program Components

Before School Expanded Learning Program

The Before School Expanded Learning Program provides students with a safe and welcoming environment to start their day. Activities may include:

- School provided breakfast
- Quiet study or homework time
- Structured activities to prepare students for a successful school day
- Transportation is provided
- 1:10 student to staff ratio in TK and K; 1:20 student to staff ratio in 1st through 8th grade

After School Expanded Learning Program

The After School Expanded Learning Program operates every day that school is in session, from the end of the school day until 6:00 p.m. The program includes:

- Homework support and academic tutoring
- Enrichment activities such as STEM, arts, music, sports, and leadership
- Social-emotional learning and team-building
- Healthy snacks and physical activity

Service Providers

Banning Unified partners with two high-quality, experienced service providers to implement our Expanded Learning Programs:

- Boys & Girls Clubs of San Geronimo Pass (BGCSP): A trusted youth development organization known for providing safe spaces, mentorship, and enriching experiences to help young people reach their full potential.
- Right At School (RAS): A nationally recognized provider of extended learning programs that focuses on academic support, student choice, and fun through structured, age-appropriate activities that build confidence and community.

Program Locations and Times			
School	Service Provider	Before School Program	After School Program
Cabazon Elementary	BGCSP	6:30 am – 9:00 am	<u>Standard Day</u> 3:10 pm – 6:00 pm
Central Elementary	BGCSP		<u>Minimum Day</u> 1:45 pm – 6:00 pm
Florida Street Discovery Center	RAS		
Hemmerling Elementary	RAS		
Hoffer Elementary	RAS		
Nicolet Middle	RAS	n/a	<u>Standard Day</u> 3:10 pm – 6:00 pm <u>Minimum Day</u> 1:45 pm – 6:00 pm





Banning Unified School District
Expanded Learning Program
Enrollment Form



Student's Last Name		Student's First Name		Current Grade	ID
Special Education Student <input type="checkbox"/> RSP <input type="checkbox"/> SDC <input type="checkbox"/> Speech <input type="checkbox"/> 504 <input type="checkbox"/> N/A				Current School	Birth Date
Street Address			City		Zip Code
Parent/Guardian Name			Relationship to Student		
Parent/Guardian's Daytime Phone Number			Parent/Guardian's Email		
Transportation may be available on a limited basis: <input type="checkbox"/> No, my student will not need transportation <input type="checkbox"/> Yes, my student will need transportation					
Requested program: <input type="checkbox"/> Morning Program Only <input type="checkbox"/> Afternoon Program Only <input type="checkbox"/> Both - Morning and Afternoon Programs					
Student Needs					
List known allergies/allergens			List medications taken by student		
List any dietary restrictions			List other student needs		
Individuals Who May Pick-up and/or Drop-off Student (18 years or older)					
Name			Relationship to Student		
Name			Relationship to Student		
Name			Relationship to Student		
Parent/Guardian Agreement					
<p>1. To maintain a safe, inclusive, and supportive environment, all students and guardians must adhere to the following:</p> <ul style="list-style-type: none">a. Respect: Use appropriate language and behavior towards peers, staff, and all members of the school communityb. No Bullying or Harassment: Any form of bullying, harassment, or intimidation is strictly prohibitedc. All Education Code regulations and school rules apply during the expanded learning programd. Adults are expected to address any concerns or issues with the respective BGCSGP or RAS school lead <p>2. To ensure accountability and student safety, all participants must adhere to the following check-in and check-out procedures, including designated check-in times and approved check-out times</p> <ul style="list-style-type: none">a. All students must be checked in and picked up by an adult over 18 years of age who is approved on the application.b. They must sign the child(ren) out of the program with proper identificationc. Parents are responsible for having their child picked up on time <p>3. I understand my responsibilities as a parent/guardian choosing to enroll in the Expanded Learning Program. I understand any violation of the above policies may result in discontinuing my child's enrollment in the program</p> <p>4. I certify that all information submitted on my application is true and correct</p>					
Parent/Guardian Assurances					
<p>1. I understand my responsibilities as a parent/guardian in choosing to enroll in the Expanded Learning Program</p> <p>2. I understand any violation of the above policies may result in discontinuing my child's enrollment in the program</p> <p>3. I certify that all information submitted on my application is true and correct</p>					
Parent/Guardian Signature				Date	

Expanded Learning Program Attendance Policy

The key to the success of the Expanded Learning Program is your child's attendance and active participation. Therefore, you and your child are expected to make every effort to attend the program Monday through Friday, for the entire instructional block. This program is funded by the State of California, which requires that students regularly attend in order to maintain eligibility.

Attendance Expectations

- Students are expected to attend the program each day school is in session.
- Students must remain in the program through the entire instructional block, unless an early release reason is documented (see below).
- Consistent absences, early pickups, or late arrivals may result in a warning, followed by possible removal from the program to allow space for other students on the waitlist.

Elementary School Schedule		
Morning Expanded Learning Program	Afternoon Expanded Learning Program	
	Standard Day	Minimum Day
6:30 am – 6:45 am: Sign-in	3:10 pm – 3:25 pm: Sign-in	1:45 pm – 2:00 pm: Sign-in
6:45 am – 8:15 am: Instruction	3:25 pm – 5:45 pm: Instruction	2:00 pm – 5:45 pm: Instruction
8:15 am – 9:00 am: Breakfast	5:45 pm – 6:00 pm: Dismissal	5:45 pm – 6:00 pm: Dismissal

Middle School Schedule	
Afternoon Expanded Learning Program	
Standard Day	Minimum Day
2:25 pm – 2:40 pm: Sign-in	12:54 pm – 1:05 pm: Sign-in
2:40 pm – 5:45 pm: Instruction	1:05 pm – 5:45 pm: Instruction
5:45 pm – 6:00 pm: Dismissal	5:45 pm – 6:00 pm: Dismissal

Acceptable Reasons for Early Release

All early releases must be documented in writing and kept on file. The State of California allows for early release under the following circumstances:

- Medical appointments
- Illness
- Family emergency
- School-related activities (e.g., tutoring, sports, clubs)
- Religious observances
- Safety concerns (e.g., walking home before dark)
- Custody arrangements or court orders



Excessive Absences

Students with more than three unexcused absences per month or with a pattern of inconsistent attendance may be removed from the program. A warning will be issued to families prior to removal. We understand that emergencies and unexpected situations arise. If you anticipate your child being absent or needing early release, please notify the site coordinator in advance.

Parent Assurances

1. I understand my responsibilities as a parent/guardian in choosing to enroll in the Expanded Learning Program.
2. I understand any violation of the above policies may result in discontinuing my child's enrollment in the program

Parent/Guardian Signature

Date