

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)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	CIELO VISTA CHARTER SCHOOL
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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. Cielo Vista Charter School

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" means 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. (EC Section 8482.1[a])

"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. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). 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 any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The program is designed to create a safe and supportive environment for all participating students by fostering a space where their emotional, social, and academic needs are met. Whether held on the school site or at an off-campus location, the program will emphasize clear behavioral expectations, respectful communication, and inclusivity, ensuring that all students feel valued and supported.

On-Site Offering:

If the program is hosted on the school campus, it will take advantage of familiar surroundings, where students are already comfortable and where existing safety protocols, such as secure entrances, supervision by trained staff, and access to school counselors or social workers, are in place. This ensures that students can transition seamlessly from their regular school day to the program, promoting continuity and consistency in their learning environment. We currently have many enrichment opportunities for students on-site which are:

Ceramics

Dance with Nickerson Rossi

Art Club

Drama Club

Junior MTU

Math Tutoring

Reading Tutoring

Writing Club

Think Together After School Care

Elementary Intramurals (volleyball, soccer, football, cheer and basketball)

Middle School Intermurals (volleyball, soccer, football, cheer and basketball)

Off-Site Offering:

If the program is held off-campus, it will be hosted at a trusted community partner location, such as a community center, library, or youth organization. We also take our student to college universities and many other organizations that provide educational opportunities for them. These venues will be selected based on their proximity to the school, adherence to safety protocols, and ability to provide a welcoming atmosphere for students. Transportation will be arranged, either through school district-provided buses or collaborations with community organizations offering shuttle services. Students will be supervised by program staff during transit to ensure safety. Upon arrival, trained professionals will guide students, and all staff will be equipped to manage the needs of diverse learners. Medication will also be on board if needed for the child along with their emergency health care plans.

In either scenario, students will benefit from intentional practices that focus on building strong, positive relationships among peers and between students and staff, creating a sense of belonging and emotional security throughout the program.

2—Active and Engaged Learning

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

The program will offer a range of opportunities for students to engage in active, hands-on learning experiences that enrich and extend their knowledge without duplicating the instructional day. The activities will be designed to supplement the core curriculum by focusing on critical thinking, creativity, collaboration, and practical application of skills in new and innovative ways.

Enrichment Activities:

Students will engage in project-based learning (PBL), STEM activities, and arts-integrated lessons that allow them to explore academic concepts in a real-world context. For example, in a STEM-focused module, students might design and build prototypes, solve engineering challenges, or conduct scientific experiments that encourage deeper inquiry beyond the classroom. These experiences will foster curiosity, problem-solving, and collaborative teamwork, enhancing their understanding without directly repeating classroom instruction.

Exploration of New Interests:

The program will also provide opportunities for students to explore new interests that might not be part of the regular school day. This could include coding clubs, creative writing workshops, drama, or music, where students can develop new skills and express themselves in different ways. These activities will be structured to build connections between academic content and real-world experiences, encouraging students to apply their learning in new settings.

Differentiated Learning Supports:

To ensure students' diverse needs are met, the program will offer tailored supports, such as small group tutoring or mentorship, aimed at reinforcing academic concepts that students may need additional time to grasp. These supports will not duplicate classroom instruction but rather provide students with targeted interventions that help them apply what they've learned in class to new, challenging contexts.

Overall, the program will emphasize active, student-centered learning, encouraging exploration and engagement with academic content through hands-on, creative, and practical experiences that build on, rather than repeat, the instructional day.

3—Skill Building

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

The program will be designed to help students develop essential academic, social, and life skills through structured activities that are engaging and supportive of their individual growth. These skill-building opportunities will empower students to become more confident and capable learners, setting them up for success both inside and outside of the classroom.

Academic Skill Building:

Students will have access to targeted academic enrichment activities that reinforce critical literacy, numeracy, and problem-solving skills.

For example:

Literacy Development:

Reading circles, book clubs, and writing workshops will help students improve their reading comprehension, vocabulary, and written expression in fun, collaborative settings.

Mathematical Thinking: Through games, puzzles, and real-world math challenges, students will develop their numeracy skills, logical thinking, and ability to apply mathematical concepts in practical situations.

These activities will be aligned with grade-level expectations but delivered in creative ways that go beyond the traditional classroom setting, allowing students to practice and strengthen core academic skills in a more flexible, low-pressure environment.

Social and Emotional Skill Building:

The program will also emphasize social and emotional development by providing opportunities for students to build communication, teamwork, and conflict resolution skills. This will be achieved through:

Collaborative Projects:

Group activities, such as STEM challenges, arts projects, and community service initiatives, will teach students how to work effectively with others, share ideas, and navigate group dynamics.

Social-Emotional Learning (SEL) Sessions: Dedicated time will be set aside for SEL activities, where students can reflect on their emotions, build self-regulation strategies, and develop empathy through role-playing, mindfulness practices, and discussions.

Leadership and Life Skill Building:

To further promote personal growth, the program will incorporate opportunities for students to build leadership and life skills:

Student Leadership Roles:

Students will be encouraged to take on leadership roles, such as team captains, peer mentors, or project coordinators, helping them develop decision-making, responsibility, and organizational skills.

Life Skills Workshops: The program will include sessions on financial literacy, time management, goal setting, and career exploration, helping students gain practical skills they can use in everyday life.

By providing a balanced mix of academic, social, and life skill-building opportunities, the program will ensure that students leave with a well-rounded set of tools to succeed academically, socially, and personally. These skills align with our Leader in Me Philosophy and House Systems that we have implemented here at CVC.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The program will create a platform for students to actively participate in decision-making, express their opinions, and take on leadership roles, empowering them to be leaders within the program and in their communities. By incorporating youth voice and leadership, the program will encourage students to develop confidence, responsibility, and a sense of ownership over their learning and personal development.

Youth Voice in Decision-Making:

Students will be given meaningful opportunities to contribute to program design and implementation through regular feedback sessions, surveys, and group discussions. This will include:

Student Advisory Committees: A group of students from various grade levels will meet regularly with program staff to share their ideas, discuss their needs, and suggest new activities or improvements. This committee will ensure that students have a direct role in shaping the program and making decisions that affect them.

Program Planning Input: Students will be invited to co-create aspects of the program by helping to choose topics for workshops, suggest enrichment activities, or design service-learning projects. This approach ensures that the program reflects student interests and allows them to take ownership of their experience. This co planning is done through our student Lighthouse teams.

Leadership Opportunities:

The program will actively promote student leadership by providing structured opportunities for students to develop and practice leadership skills in various capacities:

Peer Mentorship:

Older or more experienced students will have the chance to serve as peer mentors, supporting younger students or newcomers by offering guidance and advice. This experience will help students build empathy, communication, and leadership skills.

Student-Led Projects: Students will take the lead on group projects, such as organizing community service events, leading a club, or spearheading a special program initiative. Through these experiences, students will develop skills in teamwork, planning, and execution, while taking on meaningful responsibilities.

Leadership Development Workshops:

The program will offer workshops that focus on building essential leadership skills, such as public speaking, conflict resolution, decision-making, and goal setting. These workshops will provide students with the tools they need to be confident leaders, both in the program and beyond.

Encouraging Advocacy and Initiative:

The program will also teach students how to advocate for themselves and their peers, preparing them to take initiative and effect change in their communities:

Service Learning Projects: Students will identify community needs, plan service activities, and execute projects that have a positive impact. This hands-on experience in leadership will also teach them about civic responsibility and community engagement.

Public Speaking and Presentation Opportunities: Students will be encouraged to present their ideas, showcase their projects, and lead group discussions, helping them build confidence in speaking and advocating for their views in front of peers and adults.

By fostering a culture of student agency, the program will create a supportive environment where youth voice is valued and leadership is cultivated, helping students develop the confidence and skills to lead in the program and in their broader communities.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

The program will prioritize the promotion of healthy choices and behaviors by offering students opportunities to engage in physical activities, wellness education, and access to nutritious meals and snacks during the Expanded Learning Opportunities Program (ELO-P) hours. These initiatives will help students build lifelong habits that support their physical, emotional, and mental well-being.

Physical Activity and Wellness:

The program will include daily physical activities that encourage students to stay active and make healthy choices. These activities will be designed to be fun, engaging, and inclusive, ensuring that students of all fitness levels can participate.

Examples include:

Organized Sports and Games: Students will have the chance to participate in sports such as basketball, soccer, and volleyball, as well as cooperative team games. These activities will promote physical fitness, teamwork, and social interaction.

Fitness Challenges and Yoga: For students who prefer non-competitive activities, the program will offer fitness challenges, dance, yoga, and mindfulness exercises, all aimed at improving flexibility, strength, and mental focus.

Health and Wellness Workshops: The program will include regular sessions on topics such as nutrition, mental health, and stress management. These workshops will teach students about the importance of healthy eating, physical activity, and self-care practices, empowering them to make informed choices about their well-being.

Nutritious Meals and Snacks:

The program will ensure that students have access to nutritious meals and snacks to keep them energized and focused during program hours. These meals and snacks will be aligned with national and state nutrition guidelines and will include a variety of healthy options. Specific efforts will include:

Nutritious Snack Distribution: Each day, students will be provided with balanced snacks, such as fresh fruits, vegetables, whole grains, and protein-rich items (e.g., nuts, yogurt, or cheese). These snacks will be designed to support healthy growth and development.

Meal Service: If the program operates during extended hours or overlaps with dinner times, students will receive well-balanced meals that include lean proteins, whole grains, fruits, and vegetables. Meals will meet or exceed USDA nutrition standards and will be prepared to accommodate any dietary restrictions, such as allergies or cultural preferences.

Nutrition Education: Alongside meal service, students will learn about the benefits of eating a variety of foods, understanding food groups, and making healthy eating choices. This will be integrated into the wellness workshops and reinforced by involving students in menu planning or cooking demonstrations.

Creating a Culture of Healthy Choices:

The program will actively promote a culture where making healthy choices is encouraged and supported:

Healthy Habits Incentives: Students will be recognized and rewarded for making healthy choices, whether through participating in physical activities, choosing nutritious snacks, or showing good sportsmanship in group games. This positive reinforcement will encourage students to adopt and maintain healthy behaviors.

Role Modeling by Staff: Program staff will serve as role models by demonstrating healthy behaviors, such as participating in physical activities with students, making balanced meal choices, and practicing mindfulness. Staff will also engage in discussions about the importance of health and wellness.

By offering a comprehensive approach to healthy living, including physical activity, wellness education, and access to nutritious meals and snacks, the program will create an environment where students are empowered to make healthy choices that will benefit their overall well-being.

6—Diversity, Access, and Equity

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

CVC has clearly articulated the district's commitment to equity through the district's official equity statement:

"Palm Springs Unified is committed to an equitable, socially just, and anti-racist educational system that is based on fairness, dignity, and democracy in order to foster student success. We serve and honor our diverse student body in regards to ethnicity, language, culture, national origin, socio-economic status, age, physical and mental ability, sexual orientation, gender identity, religious beliefs, and family structure. We commit to be an anti-racist and anti-discriminatory learning community that creates safe learning spaces where all students are welcomed, included, and respected. Every student, every day."

All ELO-P offerings will be accessible to all students by design. Each offering will be accessible to low-income students, English learners, foster youth, students with disabilities, and all cultural groups by design regardless of whether the program is being provided by district staff or community partners. As ELO programs are scheduled, notifications may be provided to eligible families through ParentSquare, social media, and other outreach methods in order to encourage participation by all students. Program participation will be monitored to determine whether all student groups are engaging with program offerings, and adjustments in program offerings will be made to increase participation and improve accessibility as needed. These accessibility designs will also incorporate developmentally appropriate adjustments, ensure that students in all grades can engage with the content or activity. Program offerings will be evaluated to support needs for students with disabilities so that additional supports, staffing, or materials are made available to allow for participation. English Language Development strategies will be incorporated as needed to support participating English learners in accessing the content or experience. District staff will work collaboratively with community partners to assist in creating accessible experiences where necessary.

As part of these efforts, programs will incorporate culturally- and linguistically-responsive practices. Cultural celebrations, incorporation of multiple languages and cultures, and integration of the multiple perspectives and needs of our students and families will be part of ELO-P offerings throughout the year. Feedback and interest surveys will help to develop and adjust program offerings to better meet this goal in an effort to have all students connect with offerings during the year. District staff will work with community partners in incorporating concepts of cultural and linguistic responsiveness into ELO program offerings as needed to create inclusive experiences for all students.

7—Quality Staff

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

CVC will consistently monitor and evaluate program staff and community partners to ensure students engage with high quality staff members in all ELO-P offerings. Given the scope of the ELO-P plan, different offerings, and extensive program size, a blend of current district employees and community partners will be involved in providing program offerings. CVC leadership from community partners will be involved in the staff selection, training, monitoring, and evaluation processes in order to develop a cohesive, aligned, and unified program of expanded learning opportunities.

CVC staff participating in program offerings will support students in programs, incorporating strategies and systems that are successful in similar school settings while providing programmatic offerings. Staff will be assigned to roles that correspond to their qualifications or to additional training that corresponds to the program offering content. Teachers may provide intervention or tutoring supports during instructional day afterschool programs, while providing instruction during intersession programs. Teachers and classified staff may support student activities within the ELO-P structure, including before school, after school, or during intersession time periods.

Long standing district partners work collaboratively with CVC staff in order to provide services that support the needs of students and respond appropriately to changes in program needs. Community partners responsible for instructional day ELO programming will recruit quality candidates for ELO program following protocols similar to those used for the ASES program. All employment candidates directly working with students on a daily basis must use hiring practices that align with PSUSD requirements and California Education Code. Intersession programs will follow a similar structure. Training and support will be provided by both PSUSD and partner organizations in strategies related to culturally- and linguistically-responsive practices, behavior management strategies, student developmental needs at various ages, and first aide among other topics. Wherever possible, interactions between students and community partner staff should compliment the current efforts of PSUSD schools, leading to consistent expectations across programs.

Recruitment for ELO-P staff will be ongoing throughout the year, with initial efforts starting in the summer to ensure that instructional day programs are staffed appropriately to begin the year. Ongoing recruitment will be needed to address attrition, supported by on-boarding training to prepare staff for their assignments within the program.

8—Clear Vision, Mission, and Purpose

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

The ELO-P program at CVC is dedicated to nurturing the whole child by providing a balanced array of opportunities. Participants in the ELO-P will engage in academic interventions, enrichment programs, community connections, social-emotional learning, leadership development, and healthy lifestyle initiatives. These experiences aim to enrich their overall educational journey. The program is inclusive, inviting all students to contribute their unique perspectives, which enhances academic performance, fosters skill development, and builds a cooperative community of learners. ELO-P is committed to expanding its reach and impact, offering students enriching experiences that might not be available elsewhere, thereby deepening their engagement with both their academic pursuits and community involvement.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

CVC will collaborate with various community organizations to deliver high-quality programs for students participating in the ELO-P. The ongoing partnership with Think Together will serve as the foundational collaboration for after-school programming, expanding on the efforts established through the district's ASES program. Throughout the year, CVC and Think Together will work closely on program planning, implementation, and continuous design adjustments to meet the evolving needs of students and school communities. These collaborative efforts will take place at both the district and school levels, ensuring consistent programming while allowing for flexibility to address site-specific needs and challenges. Regular communication and feedback loops will be established to promote ongoing collaboration on program improvement, expansion, and accessibility. These feedback mechanisms will include input from students and parents, as detailed in the Continuous Quality Improvement section of the plan.

Intervention and academic support will also involve partnerships with a range of organizations. CVC staff will provide on-site services, and Think Together will continue offering academic support during the daily program. Additional online and in-person tutoring services will supplement these efforts to ensure timely, targeted interventions that help students improve their academic performance.

Enrichment programming on instructional days will further benefit from partnerships in areas such as arts, music, sports, STEM, leadership, health, and wellness. These partnerships will be incorporated into ELO-P throughout the year, offering students expanded opportunities for enrichment and personal growth. Partnerships developed by both CVC and Think Together will help enhance the program’s offerings, creating a well-rounded experience for all participants.

Intersession programs will be held at the district middle schools and CVC will partner with the district, allowing for more collaborative partnerships with community partners. Academic support during intersession periods will be coordinated both with PSUSD staff and through partnerships, designed to best meet student needs. Enrichment modules will incorporate multiple community organizations to provide experiences in a wide range of topics, including topics in the arts, STEM fields, sports, and other areas of student interest.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The program’s Continuous Quality Improvement plan is designed to ensure ongoing evaluation and enhancement of the Expanded Learning Opportunities Program (ELO-P). This systematic approach will involve gathering input from various stakeholders, reviewing data, and making necessary adjustments to ensure the program is meeting the needs of students, families, and the school community.

Components of the Plan:

Data-Driven Evaluation:

The CQI plan will rely on both qualitative and quantitative data to assess the effectiveness of the program. Data will be collected from a variety of sources, including:

Student Achievement Data: Academic performance, attendance records, and behavioral data will be regularly reviewed to measure the impact of the program on student outcomes.

Program Participation and Engagement: Attendance and participation rates will be tracked to ensure students are actively engaged in program activities.

Surveys and Feedback: Input will be gathered from students, parents, teachers, and program staff through regular surveys and feedback sessions. This feedback will provide valuable insights into the program's strengths and areas for improvement.

Stakeholder Involvement:

A central aspect of the CQI plan is ongoing communication with key stakeholders, including:

Students and Parents: Regular feedback loops will be established to give students and parents the opportunity to share their experiences and provide input on program design, activities, and improvements.

Program Staff and Educator: Program staff and teachers will contribute their observations and recommendations to help refine the program. Staff members will participate in debriefing sessions to assess what is working and what needs adjustment.

Community Partners: Collaboration with community organizations, such as Think Together and other enrichment partners, will be regularly reviewed to ensure that the partnerships are effectively meeting the goals of the program.

Regular Review and Adjustment:

The CQI plan will include regularly scheduled reviews of program outcomes. This will involve:

Quarterly Review Meetings:

Program leadership and staff will meet quarterly to review performance data and feedback, identify areas for improvement, and develop action plans for any necessary changes.

Mid-Year and End-of-Year Assessments: Formal evaluations will be conducted at mid-year and end-of-year points to assess overall program effectiveness. These assessments will include a comprehensive review of student outcomes, participation trends, and stakeholder feedback.

Ongoing Adjustments: Based on the findings from the data reviews and feedback, program leaders will make real-time adjustments to ensure that the program remains responsive to the evolving needs of students and the school community.

Professional Development:

The CQI plan will include ongoing professional development for program staff to ensure they have the necessary skills and tools to deliver high-quality programming. Workshops, coaching, and collaborative training sessions will be offered to help staff continually improve their practices.

Goal Setting and Progress Monitoring:

Each year, specific goals will be set for the ELO-P in areas such as student academic performance, social-emotional growth, and program participation. Progress toward these goals will be closely monitored through ongoing data collection, ensuring that the program stays on track and adjusts as needed to meet its objectives.

By incorporating regular assessments, feedback loops, and collaborative problem-solving, the CQI plan will drive continuous improvement, ensuring the ELO-P is effective, engaging, and responsive to the needs of all students and stakeholders. This continuous quality improvement plan will be discussed each month at coffee chats.

11—Program Management

Describe the plan for program management.

The CVC Principal will be tasked with the administration and management of the program. The principal will collaborate with community partners, regularly visit and observe program offerings, and consult with district administrators in monitoring the implementation of the program. Feedback loops and evaluation processes will be coordinated through the Principal to provide consistent actionable information for monitoring and improving program outcomes and offerings.

ELO programming on instructional days will use the current ASES structure as the basic format for the program. To ensure programs are monitored beyond the instructional day, Expanded Learning will fund 25% of the salary of our 2 Assistant principals. These assistant principal will be responsible for visiting programs consistently and providing updates to the principal.

Intersession programs will be managed by the Director of Expanded Learning and the ELO-P team, working collaboratively with school site staff and community partners to provide offerings. Offerings and program design during intersession periods will work to support learning needs from instructional days while also providing enrichment activities to meet the nine-hour daily requirement. Sites with 21st Century program funding will implement programs aligned with funding requirements supplemented by ELO-P offerings to expand intersession programs to meet the nine-hour requirements.

ELO-P and ASES funding will be braided together to provide the full scope of offerings under this cohesive system. The principal will be responsible for managing funds in collaboration with the district's Educational Services and Business Services departments, ensuring that program expenditures meet funding requirements. Requirements specific to ASES and ASSETs program grants will be followed per the appropriate guidelines, inclusive of policies regarding attendance, enrollment, and early release. The district will regularly review and revise the ELO-P plan and ASES plan to align all structures into a single cohesive plan over time.

To ensure the proper amount of space is available for all programs, ELO-P will adhere to the PSUSD fee schedule for direct charges. This will include custodial, nutrition services staff, facilities use and utilities and any other needs. Additional funding will also be included to support warehouse staff and vehicles needed for deliveries throughout the year.

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 requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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 requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

In conjunction with community partners, PSUSD has been operating an effective ASES program for many years.

Therefore, the PSUSD plan is designed to braid the funding streams into a single cohesive plan designed to service students in a nine-hours-per-day format through multiple possible experiences and offerings.

PSUSD will leverage the current ASES infrastructure as part of expanding into the full ELO-P throughout the 2024-25 academic year. ASES programs operating at all elementary and middle school sites will continue to operate per the district's ASES plan to start the 2024-25 academic year. Programs will continue enrolling transitional kindergarten and kindergarten students, ensuring that no waitlists exist at any site for the afterschool ASES program, providing staffing ratios can be met. Also, a before school program will continue at each middle school to support the later start time and students being dropped off prior to the start of the school day. These expansion efforts will be completed using ELO-P funds. As the fall semester progresses, enrichment opportunities will be added to the ASES program using ELO-P funding, further connecting the two programs and creating a structure where students attend ELO-P offerings, ASES offerings, or both on any given day. The expansion of enrichment opportunities continues through the second semester of the year, expanding upon available experiences and integrating additional community partners into the program.

Intersession periods will utilize ELO-P funding to provide services at sites for winter, spring, and summer intersession opportunities. These will include academic and enrichment programming that supplements the efforts of the instructional calendar while providing support as needed for skill and concept development in a variety of areas.

Supplemental centralized ELO-P offerings will be added over time, further enhancing the opportunities available 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. (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?

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PSUSD, along with partners, will actively recruit and prepare staff for working with students in all ELO-P placements. Specific attention will be paid in recruitment and hiring to candidate understanding of the developmental needs of younger children, including the communication and social development patterns of young children. Close monitoring of program staff will be in place to ensure that appropriate interactions are occurring, with support and training provided to further develop the skills of staff in working with transitional kindergarten and kindergarten groups. Adjustments will be made in programmatic offerings to best fit the needs of young students while providing access to a wide variety of academic and enrichment structures.

Staffing will be expanded as needed to maintain the 10:1 ratio for transitional kindergarten and kindergarten groupings. Group counts will be closely monitored by the Director of Expanded Learning in order to be proactive with partners in providing additional staff members should group sizes increase. Families will be asked to indicate participation ahead of enrichment event offerings where possible in order to determine the necessary staff for maintaining ratios, especially for popular enrichment opportunities where attendance is expected to increase significantly past daily participation levels. Collaborative planning between district staff and partners will be ongoing to address any concerns regarding staff coverage, correcting the issue in a timely manner.

Sample Program Schedule

Please submit 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, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Elementary School Sample Schedule - Instructional Day

Monday, Tuesday, Thursday, Friday

8:00-3:00 Instructional Day

3:00-6:00 ELO-P (including ASES)

Wednesday

8:00-1:00 Instructional Day

1:00-6:00 ELO-P (including ASES)

Middle schools in PSUSD service grades six through eight. The district will use ASES and ELO-P funds to support programs. ELO-P offerings would be available before school in the model to support students arriving prior to the later school start time ASES funds will be used to support the program after school and ELO-P will be added if additional spots are needed. The sample schedule provided for middle school outlines the daily program for all middle school grades.

Middle School Sample Schedule - Instructional Day

Monday, Tuesday, Thursday, Friday

8:00-3:00 Instructional Day

3:00-6:00 ELO-P (including ASES)

Wednesday

8:00-1:00 Instructional Day

1:00-6:00 ELO-P (including ASES)

Intersession days will feature various scheduling formats depending on the program offerings. Academic and enrichment opportunities will be embedded into the nine-hour day. Intersession dates during winter, spring, and summer breaks may feature modular designs with multiple activity segments combining into a nine-hour day. A sample schedule for intersession offerings is below. This schedule is intended to be a sample, and is subject to change to meet the needs of the students, families, and specific intersession program.

Intersession Sample Schedule

Monday, Tuesday, Wednesday, Thursday, Friday

7:30-8:00 Breakfast

8:00-1:00 ELO-P academic and enrichment programming with district staff

1:00-6:00 ELO-P enrichment programming with community-based organization

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs 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 the following;

(2) [LEAs] 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 schoolsites, 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.

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, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] 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 opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] 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 opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] 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.

[LEAs] 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 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils 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. Section 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.

EC sections 8483.4 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. 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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.