

Expanded Learning Opportunities Program Plan

Prepared by: Expanded Learning Department
Central Unified School District
5652 W Gettysburg Ave,
Fresno, Ca 93722



Governing Board Approval Date: January 27, 2026

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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

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Sites selected by LEA to operate the Expanded Learning Opportunities Program (ELO-P):

1. Biola-Pershing Elementary
2. Central East High School
3. Central Elementary
4. Central High School
5. El Capitan Middle School
6. Glacier Point Middle School
7. Hanh Phan Tilley Elementary
8. Harvest Elementary
9. Herndon-Barstow Elementary
10. Houghton-Kearney Elementary
11. Jaswant Singh Khalra Elementary
12. John Steinbeck Elementary
13. Justin Garza High School
14. Madison Elementary
15. McKinley Elementary
16. Norman Liddell Elementary
17. Rio Vista Middle
18. River Bluff Elementary
19. Roosevelt Elementary
20. Teague Elementary
21. William Saroyan Elementary

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.

Central Unified's Expanded Learning Program (ELP) prioritizes the physical, emotional, and psychological safety of every student. Through strong collaboration with district departments, school sites, and community partners, we have developed a system of policies, procedures, and training to ensure a safe, inclusive, and supportive environment in all settings.

Staff Training and Safety Procedures

All program staff, including agency partners and contractors, receive extensive safety training aligned with district and state standards coordinated by our agency partners.

Training includes:

- Fire, earthquake, and lockdown procedures
- Monthly site-level drills, monitored and debriefed across program and site teams
- CPR, First Aid, AED (minimum of two certified staff per site)
- Medication administration (new for 2025–2026)
- Harassment prevention
- Child abuse reporting protocols

Aligned Safety Protocols and Environments

Our programs follow and extend site-based and district Safety Plans, ensuring alignment with procedures during the regular school day and after school hours. All staff use district-approved sign out procedures to ensure students are only released to authorized individuals. Facilities used for programming are clean, well-maintained, and updated as needed to support increased enrollment. When necessary, additional space will be secured to maintain safe ratios and quality programming. To ensure facilities remain safe,

funding will be utilized to update site facilities. Additional space is needed at sites to accommodate the increased number of students and staff in the program. Agency staff and volunteers are required to wear identification badges at all times to ensure visibility and accountability. Additional personnel, technology and safety services are being added to support safety measures and programming needs during after school hours. This will include, but not be limited to, dedicated percentage of time for district safety and clerical support staff and the addition of new safety equipment and technology.

Transportation

Expanded Learning programs are offered on all school campuses for after school programming, eliminating the need for transportation at the end of the regular school day. For summer, intersession, and Saturday programs, Central Unified coordinates transportation through the district's transportation department to ensure students have safe and reliable travel to and from program sites. Transportation plans are developed in alignment with district routes, bell schedules, and student needs, with a focus on safety, accessibility, and efficiency.

Collaborative Planning and Continuous Improvement

Program staff collaborate with school leaders regularly to ensure alignment on student supports, behavior expectations, and site-specific needs. Safety plans, documentation and site safety drills are reviewed and refined through these meetings to maintain consistency and responsiveness across all sites. ELP staff collaborate with site PBIS teams to align practices, discuss behavioral data, integrate reward systems for following expectations, and plan supports, consistent with CUSD PBIS systems. ELOP staff can attend site trainings to include restorative practices and conflict resolution to increase consistency.

Communication and Incident Reporting

Staff communicate behavior concerns, health-related issues, safety incidents, and other urgent matters directly to site administration and district-level staff. These communication methods include daily snapshot, emails, direct phone calls, and in-person meetings. All communication is documented and handled in accordance with district policies. In addition, confidential health records are maintained securely (either in a locked cabinet or in our encrypted electronic database) to ensure compliance with privacy laws and protect student information.

Together, these efforts ensure that Central Unified's Expanded Learning Program maintains high-quality environments where students feel physically secure, emotionally supported, and socially connected.

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.

Central Unified's Expanded Learning Opportunities Program (ELO-P) prioritizes the emotional well-being of all students by embedding social-emotional learning (SEL),

trauma-informed care, and inclusive relationship-building into daily practices. Our goal is to build the capacity of staff to create emotionally safe spaces where students feel connected, valued, and empowered to thrive academically, socially, and emotionally. Our agency partners review the processes annually as part of their CQI processes.

Supportive and Inclusive Practices

The program intentionally integrates trauma-informed practices, restorative approaches, and positive behavior support strategies throughout the day. SEL is woven into our program through structured and informal activities such as community building activities, daily check-ins, collaborative games, and student reflections. These routines help students develop emotional regulation, empathy, self-awareness, and positive peer relationships. Restorative practices and proactive behavior supports are used. The district supports staff with student behavioral interventions and supports.

Staff Training and Professional Learning

Program staff receive ongoing professional development that centers emotional safety and whole-child support. This includes:

- Trauma-informed care and youth development
- Restorative practices and conflict resolution
- Applied Suicide Intervention Skills Training (ASIST) for site leads
- Suicide alertness (SafeTALK) (new for 2025–2026)
- Social-emotional learning strategies are incorporated
- PBIS principles
- STOIC principles: (Structure for Success, Teach Expectations, Observe, Interact Positively, Correct Fluently) including how to explicitly teach behavior expectations, establish routines, reinforce positive behaviors, and fluently correct misbehavior in supportive ways
- Emotional safety, creating welcoming spaces, building strong adult-student connections, and developing inclusive environments where all students can thrive

Relationship-Based Support

The program emphasizes building strong, consistent relationships between students and adults. Staff work to create a culture of trust and respect by being present, responsive, and inclusive. Student voice is elevated through leadership opportunities, reflection activities, and choice in enrichment experiences. In addition, program staff collaborate regularly with families, site teams, and school-based mental health professionals to align supports and strengthen connections.

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.

Central Unified School District's Expanded Learning Program (ELP) offers a variety of hands-on, engaging activities designed to enrich student learning and foster creativity, collaboration, communication, and critical thinking. Program components

may include science exploration, robotics, sports, dance, visual arts, and other enrichment opportunities that support the development of the whole child. Programs complement but do not replicate learning activities from the regular school day.

Activities are intentionally designed, or selected through high-quality community partners and vendors, to be interactive, inclusive, and aligned with student interests. Daily dedicated time for homework support is provided, and when homework is not assigned, staff lead academic activities that reinforce core learning skills. Regular communication between school-day teachers and ELP staff ensures alignment of academic goals and supports continuity of learning.

Programs reflect the diverse cultures and interests of our community, with offerings such as folklórico and Bollywood dance, boxing, robotics, illustration and design, pottery, cooking, and collaborative programs with Fresno State. Students regularly work in groups to encourage teamwork and problem-solving, while staff collaborate with Fresno County Superintendent of Schools Project Specialists and site and district administrators to ensure program goals are aligned with the regular school day.

Engaging and culturally relevant learning opportunities are provided after school, during intersession, and throughout the summer to ensure year-round access to meaningful, high-quality learning experiences.

We will conduct an assessment of current site capacities to identify locations that require additional space to accommodate student and program activities. For sites that need expanded space, we will evaluate the feasibility of adding portables and ensure they are equipped with appropriate furniture, technology and learning materials necessary to deliver a high-quality program. This process will involve collaboration with district Facilities Planning and site teams . Additionally, we will explore the creation of dedicated, district-wide facilities that can host ELO-P activities.

The program will offer attendance recovery opportunities for students throughout the district through intersession, after school, Saturday, and summer programs. Attendance recovery sessions will provide structured academic support and dedicated time for students to make up lost instructional minutes. The purpose for attendance recovery is to support, but not replicate core instruction.

3—Skill Building

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

All program components are intentionally designed to contribute to the improvement of student academic achievement and overall student success by reinforcing learning, promoting critical thinking, and fostering curiosity beyond the regular school day.

Academic Support

Students receive dedicated homework assistance for a minimum of 40 minutes per day in a quiet, structured environment that supports focus and learning. ELP staff collaborate closely with classroom teachers and parents to address individual student progress and learning needs. Many sites also open their school libraries for extended hours, giving students opportunities to check out books, engage in reading activities, and strengthen their literacy and other skills. When possible, ELP staff collaborate with academic counselors, especially at the secondary level. The program will collaborate with school sites to hire and deploy teachers, credentialed staff, and instructional support personnel to address identified student learning needs and provide targeted academic assistance. ELO-P funds may also be utilized to provide Response to Intervention (RTI) supports through the use of approved vendors, evidence-based curricula, and supplemental staffing. These interventions are designed to support students who require additional academic assistance and to improve student outcomes aligned with district and school-site goals.

Educational Enrichment

Educational enrichment activities are designed to boost knowledge, expand creativity, and build essential skills in science, technology, engineering, arts, and mathematics (STEAM). Students are exposed to real-world applications and career pathways, with activities that increase awareness of high-demand and high-paying careers. Examples include robotics, design and illustration, coding, culinary arts, and cultural dance.

Staff Collaboration and Professional Growth

ELP staff participate in ongoing professional development to effectively meet the diverse needs of students and families. Site Leads meet at least monthly with school administrators to align afternoon programming with the regular school day, problem-solve challenges, increase collaboration, and ensure responsiveness to student needs. Most sites collaborate even more frequently, as ELP Site Leads serve as full-time staff members deeply integrated into the school community.

Student learning and enrichment outcomes are measured through documented skill development, participation trends, and reflective feedback in the form of surveys to ensure activities are meaningful and aligned with program goals. When necessary, ELO-P funds may support facility expansion projects required to create appropriate instructional and enrichment space for students.

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.

Central Unified School District's Expanded Learning Program (ELP) is committed to fostering youth voice, choice, and leadership across all sites. Students are recognized as active partners in shaping their Expanded Learning experience, and their input is central to program design, activity planning, and continuous improvement.

Student voice is gathered through multiple channels including surveys, reflection activities, informal polling, and focus group discussions. ELP staff and program administrators review this feedback during bi-weekly and monthly team meetings to assess how well program goals are being met and to identify adjustments based on student input as part of the CQI process.

Students have daily opportunities to share feedback, make activity recommendations, and exercise choice, such as selecting materials, dividing responsibilities, or helping lead group projects. Sites also incorporate student input when selecting enrichment vendors, ensuring offerings reflect the cultures and interests of the community, such as folklórico and Bollywood dance, robotics, culinary arts, and cardio boxing. Youth leadership opportunities include peer mentors, activity helpers, and student ambassador roles.

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.

Our ELP actively promotes healthy choices and behaviors in alignment with the District Wellness Policy and school wellness plans. Expanded Learning staff collaborate with site administrators to identify and implement practices that support physical, nutritional, and social-emotional well-being.

Healthy practices and activities include cooking classes focused on nutritious meals, sports and structured fitness, and age-appropriate lessons on nutrition and wellness. Food giveaways of local fruit and vegetables occur during events. Staff intentionally tie healthy choices into daily lesson plans and model positive behaviors related to nutrition, hydration, and active living. Programs all contain elements of physical activity including sports, structured fitness activities, outside play and games. Students engage in 30–45 minutes of daily physical activity aligned with district wellness policy and California guidelines.

All sites follow district wellness guidelines, ensuring all foods meet federal nutrition standards and support objectives of promoting student health and reducing childhood obesity. Parents are encouraged to provide healthy options for special occasions, and activity leaders are trained to select healthy alternatives for any edible projects. Unhealthy or high-sugar activities are not permitted. Age-appropriate wellness curriculum and resources are utilized throughout the program. Staff model good nutrition and healthy lifestyles during the program.

CUSD Food Services provides healthy supper and snack options daily, and food is never

used as a reward for behavior or academic performance. These offerings are chosen by the District Food Service Manager according to the guidelines in the Child and Adult Care Food Program published by the USDA. Water is always provided at each site. Fast food, candy, energy drinks, and similar items are not allowed at program sites.

The Expanded Learning Program also partners with Fresno County Superintendent of Schools (FCSS) to extend health education, encouraging youth to share wellness knowledge that positively influences families, peers, and the broader community.

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.

Serving the diverse needs of all students in Central Unified School District is a core priority of our program. The program is designed to celebrate cultural and linguistic diversity, ensure equitable access, and promote inclusion for every student. The program ensures equitable access per EC 8483.1 by removing barriers related to language, disability, transportation, and cultural needs. All materials and communication are provided in the families' home languages.

Staff receive ongoing professional development focused on diversity, equity, inclusion, and supporting students with diverse needs. Training supports staff in creating welcoming environments where all students feel valued and safe. Activities and lessons reflect and celebrate the rich cultural backgrounds of our students and community, with opportunities for youth to share traditions and experiences through program events. Hiring staff who reflect the cultural and linguistic backgrounds of our students helps strengthen relationships, trust, and a positive program culture. Staff become role models for our students and become another trusted adult the student can turn to for support.

The program ensures access for students with disabilities and those with special needs through collaboration between Site Leads, the district ELP administrator, school site administrators, and the district's Special Education Department. Student records are reviewed in order to determine appropriate supports that allow the students to be successful after school, during intersession and summer. Individual success plans are developed as needed when a student is struggling. Instructional aides are also hired as needed to ensure inclusion and success. Special transportation needs are met to support students during intersession and summer programs. Finally, activities are adapted to accommodate the physical and developmental needs of students. The Expanded Learning Opportunities Program ensures adequate staffing and the strategic use of qualified vendors to address access gaps and provide targeted supports for priority student populations in accordance with district policy and state requirements. Priority groups include students experiencing homelessness as defined under the McKinney-Vento Homeless Assistance Act (FIT), foster youth, English learners, and students identified as

needing academic remediation. Program staffing, services, and vendor supports are intentionally designed to remove barriers to participation, increase access to academic and enrichment opportunities, and support equitable outcomes for all students.

7—Quality Staff

Staff Engagement

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

High quality staff are recruited through our district, local colleges, websites and county office postings. Staff are hired through both California Teaching Fellows Foundation (CTFF) and Fresno County Superintendent of School (FCSS) for site leads and group leaders in accordance to EC 8483.4. FCSS Activity Instructor positions are also available for occasions when a specialized skill is required to respond to student interests. The Expanded Learning Program also prioritizes the collaboration and hiring of credentialed teachers, certificated staff, and other qualified support staff to strengthen academic support, address student learning needs, and ensure alignment with the regular school day.

Interview questions are structured to meet the needs of the program and extract candidates' experience, knowledge, skills and interests. Expanded learning staff in the consortium, regardless of hiring agency, are surveyed annually to determine relevant staff development topics and schedule availability. FCSS Project Specialists and Area Supervisors convene monthly with site leads as a learning community and offer on-site coaching for line staff. Outside staffing agencies also provide targeted staff development for our special education aides. Students are supervised by program staff with a maximum average of 20 students per staff member, grades 1-12, and 10 to 1 for Kinder and TK. Site Leads also provide general supervision and support of staff and students during the program and regularly observe student-staff interactions and levels of involvement.

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)]).

Instructional aides in our Expanded Learning Opportunities Program (ELO-P) meet the minimum qualifications established by the Local Educational Agency (LEA), which include possession of a high school diploma or equivalent and the ability to pass a district-approved assessment demonstrating proficiency in reading, writing, and math. All staff complete required health and safety screenings, including fingerprint clearance through the California Department of Justice and FBI, as well as tuberculosis (TB) clearance prior to working with students. The program maintains

staffing ratios of 1:10 for transitional kindergarten and kindergarten and 1:20 for grades 1–8, in alignment with EC Section 46120(b)(2)(D). Staffing is strategically scheduled, and real-time student attendance is closely monitored to ensure compliance. In collaboration with partners such as the California Teaching Fellows Foundation (CTFF) and Fresno County Superintendent of Schools (FCSS), additional support staff are deployed as needed to maintain ratio requirements and provide a safe, well-supervised learning environment.

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 nonschool days. (See [EC Section 46120(b)(8)]).

Our Expanded Learning Opportunities Program (ELO-P) is committed to continuous staff growth through a comprehensive training and development plan designed to equip staff with the skills and knowledge necessary to effectively engage and support students. Staff also participate in on the job training, shadowing and frequent coaching opportunities. The purpose of the training is to support staff by providing knowledge regarding grant requirements, information that affects the day-to-day operations of the program, and procedures to help the program run smoothly while remaining in compliance. The professional development also aims to increase staff's ability to incorporate research-based youth development principles and best practices and facilitate activities that engage students. Prior to the start of each year, staff participate in orientation and foundational training focused on youth development, social-emotional learning (SEL), behavior management, safety procedures, and program expectations. Throughout the year, ongoing professional development is provided through workshops, coaching, and collaborative learning communities. We utilize tools such as the California Quality Standards for Expanded Learning, the Social-Emotional Learning Competencies, and site-level observation rubrics to guide training priorities. The program has the ability to utilize up to three professional development closure days as allowed under EC 46120(b)(8). Program partners measure professional development effectiveness using surveys, observation rubrics, and CQI feedback loops.

8—Clear Vision, Mission, and Purpose

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

The expanded learning program site lead works collaboratively with students, parents, school site councils, principals, and district office personnel to ensure that the expanded learning program supports and promotes the academic and behavioral goals of the regular school day. Students and parents provide input either directly or through surveys and communicate individual and family needs. School site councils are attended and serve as a discussion forum to assist in developing and promoting community goals. The FCSS Project Specialist performs an annual program assessment to expand the needs assessment to include best practices for program

content, delivery, staffing and program management.

The CUSD Expanded Learning Vision is as follows:

The Central Unified School District Expanded Learning Program will embrace diversity to educate our students, provide after school academic support and provide opportunities for our students to experience the world of possibilities around them.

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.

Students and families play a vital role in shaping and supporting our Expanded Learning Opportunities Program (ELO-P). During the development of the program plan, input was gathered through family surveys, student voice activities, and conversations during school events to identify priorities, interests, and areas of need. CUSD staff, including school administrators and teachers, participate in completing surveys and conversations about the program. These results are analyzed and discussed with ELP collaborative partners, school administrators, and parent groups about next steps. This feedback directly informs program offerings, scheduling, and enrichment activities.

Throughout the year, we continue to engage families through regular communication, family nights, parent workshops, literacy events, student showcases, and culturally responsive events that celebrate student participation and achievements. The Expanded Learning Program integrates family engagement opportunities in collaboration with school sites, the Family Engagement Department, and Community Schools to strengthen partnerships with families and support student success. These partnerships align with school initiatives through ongoing collaboration, data sharing, and joint planning to effectively respond to student needs.

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.

A variety of service clubs, institutes of higher education, foundations, and community organizations contribute to the enrichment opportunities offered in our Expanded Learning Programs. This includes and is not limited to: California State University of Fresno, City of Reedley, CSUF Foundation, Fresno Pacific University, California Teaching Fellows Foundation, Community Youth Ministries, City of Fresno, Fresno City College, Reedley College and West Hills Community College. In addition to these institutes, the district collaborates with local community partners, local vendors, police and fire departments, and site parent groups. The Expanded Learning Program

partners with community-based organizations and vetted enrichment vendors to expand access to high-quality, hands-on learning experiences that support student engagement, creativity, and whole-child development beyond the regular school day.

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.

Central Unified School District's Expanded Learning Program (ELP) is committed to a continuous cycle of reflection and improvement to ensure high-quality, equitable, and impactful programming for all students.

The Fresno County Superintendent of Schools (FCSS) Project Specialist conducts a formal annual program assessment using California's 12 Quality Standards for Expanded Learning. Assessment data, along with student, family, and staff feedback, are reviewed to identify strengths, areas for growth, and priorities for program enhancement. CQI incorporates student data, attendance trends, behavioral indicators, surveys, and observations.

Students are surveyed annually to capture their perceptions of program quality, engagement, and relevance, aligned with the CDE's Six Point-of-Service Quality Standards. Staff also collect ongoing feedback through informal observations, daily reflections, and discussions with youth to inform program design in real time.

Results from assessments and surveys are shared with key partners, including site leads, site administrators, district administrators, and community partners, to guide decision-making. These findings directly inform the development of the individual site Continuous Quality Improvement (CQI) Action Plans, which is created each fall and implemented throughout the school year.

The site CQI Action Plans outline specific, measurable goals related to program design, staff professional development, and implementation of best practices. Progress is monitored throughout the year, and adjustments are made based on data and partner input to ensure continuous growth and alignment with state quality standards.

Through this intentional CQI process, Central Unified's ELP maintains a culture of learning, collaboration, and accountability that drives ongoing improvement in service to students and families.

11—Program Management

Policies and Procedures

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

The program plan will be updated annually to build a clear organizational staff structure to focus on the needs of youth. Written agreements define roles and responsibilities of subcontractors and program partners. Fiscal management includes user-friendly guides for on-site staff to make allocation decisions. Managers at all levels develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs. At the start of the school year the FCSS Project Specialist will engage in a “kick off” meeting with the site administration and site lead. At this time, the program plan is reviewed and if any changes need to be made, they discuss and implement a plan to involve additional partners in the modifications before moving forward. During the school year, the FCSS Project Specialist will hold a midyear check in with the site administration, as well as another at the end of the year. This is to ensure the program is meeting site expectations and to see where additional support is needed. At minimum, four times a year the expanded learning staff representative attends the school site council meeting where there is opportunity to discuss the program program. The Expanded Learning Department collaborates with the District Facilities Department to annually assess site capacity, safety needs, and program space requirements. Facilities needs are prioritized using data from enrollment, program participation, and site input to ensure equitable distribution of resources.

The District is engaged in a phased approach to strengthening internal management of ELO-P, with a focus on building sustainable systems, staff capacity, and operational readiness to support long-term district-led implementation of all programming. Any transition will be implemented thoughtfully and in phases to maintain program quality, staffing stability, and uninterrupted services for students and families. During the phased approach there will be intentional hiring of staffing to meet the demands of full district driven after school, intersession and supplemental programs. This will include our district applying for various grants, therefore consultant services may be required, and adequate staffing to maintain the additional grants and mandates.

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?

ELO-P budget is strategically developed to reflect the priorities and needs of the students and families we serve, ensuring that all expenditures are reasonable, necessary, and allowable under applicable laws and program requirements. The budget includes cost-share items such as site coordination, facilities usage, and program oversight provided by the district. Budget monitoring occurs monthly through

expenditure reviews, reconciliations, and verification of allowable costs under EC 46120. Cost-sharing includes facilities, custodial support, and administrative oversight.

Funds are primarily allocated toward direct student services, including staffing, enrichment vendors, supplies, and transportation. A significant portion of funding is invested in hiring qualified staff and community-based partners to deliver engaging, culturally relevant, and academically supportive programming.

Additional resources are dedicated to professional development, program materials, and supports for students with specific needs, such as students with disabilities. This intentional allocation of funds ensures that the program is both equitable and responsive, prioritizing access, safety, and enrichment for all students in our community. Additional staff are being added to ensure our program aligns with district goals and state mandates.

ELO-P funds may be used for the purchase, construction, renovation, or upgrading of facilities that directly support expanded learning programming, consistent with EC 46120. Facility-related expenditures will be prioritized to expand student access, enhance safety, and ensure adequate indoor and outdoor space for high-quality programming. Improvements may include portable classrooms, outdoor learning environments, shade structures, storage, or other upgrades needed to accommodate increased enrollment. All facilities-related expenditures will follow district procurement procedures, state regulations, and applicable labor compliance requirements, including prevailing wage where required. The district applies a proportional internal facilities-use cost allocation for spaces financed through a lease and operational expenses payment that are utilized by Expanded Learning Programs. These charges represent allowable and necessary costs under ELOP funding guidelines and are incorporated into the program's overall budget structure.

Possible expenditures include, but are not limited to:

Facility use cost allocation
Personnel salaries and benefits
Registration systems (for intersession, summer and Saturday programs)
Equipment and supplies
Office furniture
Transportation
Field trips
Vehicles
Winter and Spring Intersession programming
Outside contracted services
Contracting enrichment providers
Aides to support students with IEP and/or 504
Meals and snacks
Travel and conference
Computer equipment
Purchase, construction, renovation and upgrading of facilities as necessary to operate programs (may include portable classrooms, or other learning environment)

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

Central Unified School District ensures the proper implementation of all Expanded Learning Opportunities Program (ELO-P) requirements through strong fiscal oversight, established accountability systems, and transparent collaboration. The District adheres to Board-approved fiscal policies and procedures to verify that all expenditures are reasonable, necessary, and allowable in accordance with federal, state, and local regulations.

Program and fiscal staff coordinate closely to review and approve all purchases, contracts, and payroll to ensure alignment with ELO-P program goals and allowable cost guidelines. Budget implementation is monitored collaboratively by the Expanded Learning administrative team, school site leadership, and the Fresno County Superintendent of Schools (FCSS) Project Specialist. Monthly budget reports, time-and-effort documentation, and expenditure reconciliations are reviewed to track spending accuracy and ensure compliance with Education Code and California Department of Education (CDE) guidance.

Partners, including site administrators, Expanded Learning staff, and community partners are regularly informed of budget priorities and updates to promote transparency and shared responsibility. Adjustments to the budget are made as needed based on student enrollment, program data, and community feedback to ensure funds are used efficiently and equitably.

Through these coordinated practices, Central Unified maintains full compliance with all fiscal and programmatic requirements while ensuring that ELO-P resources are strategically allocated to support high-quality, student-centered expanded learning opportunities.

For detailed budget [\[see link\]](#).

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 No

Do you have a 21st CCLC Grant? Yes No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Currently, Central Unified School District has an ASES and/or 21st CCLC program at the elementary and middle school sites as well as an ASSETs program at the high school. The sites without current ELP funding will use ELO-P funds to ensure every student from TK-12th grade has access to expanded learning programs. Central USD will begin with a summer program utilizing ELO-P funding and will plan to expand current ASES/21st CCLC funding in the upcoming school year as well as plan for winter/spring/summer. A before school program will be assessed, gathering feedback from the community to determine need. Sites will send out interest forms each spring to all parents to ensure families space in the program for the coming school year. The opportunities provided through ELO-P will mirror those in ASES/21st CCLC as well as follow the policies and procedures currently utilized to maintain consistency and alignment to the most stringent requirements. The district and LEA apply the most stringent programmatic and fiscal requirements across ASES, 21st CCLC, ASSETs, and ELO-P to ensure a fully aligned Expanded Learning system, consistent with CDE guidance. Program design, staffing, attendance, and reporting procedures are aligned and jointly monitored by the district and partner agencies.

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?

Program staff will receive specific training focused on working with younger children. FRESH will collaborate with the FCSS Early Care and Education department to develop age-appropriate program structure and curriculum. The program will collaborate with school leaders and certificated teachers to continuously review curriculum and activities geared towards younger children. In addition, the FCSS

Educator Effectiveness Grant Program will support program staff through high quality professional learning opportunities and coaching. The program will maintain a 10:1 ratio for transitional kindergarten and kindergarten pupils. The proposed schedule is to have TK-K students begin the expanded learning program at 2:30 pm on regular days and 1:00 pm on minimum days. The program will end at 6:00 pm to ensure 9 hours of programming is available to TK-K students. Programming for TK/K students is grounded in appropriate practice across transitions, routines, and instruction. Staff receive ongoing early childhood training, including scaffolding, sensory regulation, pacing, and trauma-informed support strategies.

Offer and Provide Access

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

Our LEA ensures equitable access to the Expanded Learning Opportunities Program (ELO-P) through culturally and linguistically responsive communication and a flexible, family-centered enrollment process. All program information and registration materials are translated into the primary languages spoken by our families, and distributed through ParentSquare, school websites, and site-based communications. We offer a fully digital enrollment process, allowing families to complete forms online at their convenience. To ensure accessibility, in-person support is available at each school site, and families may schedule appointments for one-on-one assistance with registration. Text message based registration systems allow ease of use for families to enroll in Saturday, summer and intersession programs. Bilingual staff are present to help families understand program options and complete the necessary documentation. Signed enrollment forms are stored securely in password-protected digital systems in accordance with district and policies. Transportation is available for eligible students based on site-specific needs and availability, and routes are shared with families in advance to ensure clarity. This multifaceted approach ensures that all students and families can easily engage with and benefit from ELO-P services. ELO-P is offered to all TK–6 students in compliance with EC 8483.1, with priority enrollment for foster youth, homeless youth, and students eligible for free or reduced-price meals. All enrollment data are securely stored in FERPA-compliant systems, and communication occurs in families' home languages.

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.

As part of our Expanded Learning Opportunities Program (ELO-P), we coordinated a series of educational field trips across California designed to enrich students' academic, cultural, and career awareness. These trips were purposefully aligned with the ELO-P's enrichment and academic goals and offered students hands-on, real-world learning experiences beyond the classroom. Students visited a variety of institutions, including college campuses (e.g., CSU and UC sites) to build early college awareness; career technical education (CTE) centers to explore workforce pathways; and museums focused on art, science, technology, and history to deepen cultural knowledge and critical thinking skills.

All ELO-P field trips are strictly educational and directly aligned with enrichment program goals, as required by EC 46120. Entertainment-based field trips are not funded through ELO-P. All field trips maintain required staffing ratios and instructional aide qualification requirements. Each trip was connected to core program themes such as college and career readiness, creativity, collaboration, and problem-solving.

Intended learning outcomes included:

Increased understanding of college and CTE opportunities

Real-world application of STEM, art, and social science concepts

Exposure to diverse cultures, careers, and innovations

Development of critical thinking, teamwork, and communication skills

Trips are scheduled throughout the academic year, with specific trips tailored to grade levels TK–8, depending on the site and program structure. Each trip ranged from half-day to full-day experiences, and all transportation was coordinated and funded by the ELO-P using district-approved buses. Staffing met all ELO-P requirements, including a minimum 1:10 or 1:20 ratio (depending on grade level) and qualified instructional aides as defined by LEA policy. These field trips provided equitable access to high-quality, experiential learning opportunities that enhanced both academic growth and personal development.

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.

Our program does not charge any fees.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Elementary School Schedules:

Regular Days (Monday, Tuesday, Thursday, Friday)

- School day: 8:00 AM – 2:25 PM (6 hours 25 minutes)
- Expanded Learning Program: 2:25 PM – 6:00 PM (3 hours 35 minutes)
- Total: 10 hours

Wednesdays & Early Release Days

- School day: 8:00 AM – 12:50 PM (4 hours 50 minutes)
- Expanded Learning Program: 12:50 PM – 6:00 PM (5 hours 10 minutes)
- Total: 10 hours

Middle School Schedules:

Regular Days (Monday, Tuesday, Thursday, Friday)

- School day: 8:20 AM – 2:50 PM (6 hours 30 minutes)
- Expanded Learning Program: 2:50 PM – 6:00 PM (3 hours 10 minutes)
- Total: 9 hours 40 minutes

Wednesdays & Early Release Days

- School day: 8:00 AM – 1:40 PM (5 hours 40 minutes)
- Expanded Learning Program: 1:40 PM – 6:00 PM (4 hours 20 minutes)
- Total: 10 hours

Intersessions & Summer Schedules:

- Expanded Learning Program operates 7:30 AM – 4:30 PM (9 hours daily)

High School Schedules:

Regular Days (Monday, Tuesday, Thursday, Friday)

- School day: 8:30 AM – 3:35 PM (7 hours 5 minutes)

- Expanded Learning Program: 3:35 PM – 6:00 PM (2 hours 25 minutes)
- Total: 9 hours 30 minutes

Wednesdays Late Start Days

- School day: 9:00 AM – 3:35 PM (6 hours 35 minutes)
- Expanded Learning Program: 3:35 PM – 6:00 PM (2 hours 25 minutes)
- Total: 9 hours

Program Hours Requirement

All students have access to the required **nine hours of daily programming** through a combination of the school day and Expanded Learning Program.

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.

Budget Summary

Program	Amount
Personnel Salaries, Benefits, and Payroll Related Costs Salaries and wages for staff required to operate and provide student and family access to expanded learning programs.	\$2 million
Enrichment & Contracted Services Contracts with partners and vendors delivering enrichment and instructional programming.	\$2 million
Program Operations & Supplies Materials, supplies, equipment, technology, use of vendors, registration systems, and operational program costs; including operational staffing as identified in the Fresno County Superintendent of Schools MOU.	\$10 million
Transportation & Student Access Transportation services and travel costs supporting student access to programming, purchase/rental of vehicles to facilitate transportation for students, staff, travel, conference expenses, and cost-sharing of transportation costs in alignment with the ELOP plan expenditures.	\$500,000
Facilities & Program Infrastructure Cost sharing for allowable facility use, maintenance, and/or updates to facilities as needed in support of the plan.	\$1,008,622.02
Building and Purchase of Infrastructure Build and/or purchase of infrastructure supporting ELP. Some of these expenditures may be cost shared with the district.	\$1,124,672.98
Professional Development & Program Oversight Training, monitoring, and oversight to ensure program quality and compliance.	\$100,000
Meals & Snacks Cost of food services for Expanded Learning Programs.	\$14,000
Indirect Cost 5.62%	\$991,377.98
Total Grant Amount	\$17,647,295