

Expanded Learning Opportunities Program Plan Guide

Prepared by:

Perris Union High School District

California Military Institute
(Dependent Charter)

Division of Education Services

1151 N. A Street

Perris, CA 92570



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

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Perris Union High School District

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Contact Title: Director of Learning Support Services

Contact Phone:

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. California Military Institute (Dependent Charter)

Governing Board Approval Date: December 18, 2024

Review/Revision Date: March 11, 2026

Review/Revision Date:

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning”:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The California Military Institute (CMI) Expanded Learning Opportunities Program (ELO-P) operates on the CMI school campus under the supervision of site administration and in alignment with Perris Union High School District safety policies. All program activities are conducted in secure, supervised campus facilities. Offering the program onsite ensures students remain in a familiar and controlled environment, minimizing transitions and maintaining continuity between the instructional day and expanded learning hours.

The program maintains structured supervision and safety protocols, including:

- Controlled campus access during program hours
- Daily attendance tracking and sign-in/sign-out procedures
- Direct supervision of students at all times
- Clearly defined student release procedures
- Compliance with district emergency response protocols
- Participation in campus safety drills as applicable

All staff supervising students meet district minimum qualifications for instructional aides and complete required fingerprint clearance, background checks, and health screenings. Staff receive training in emergency procedures, mandated reporting, and first aid/CPR as required by district policy.

Incident reporting procedures follow district guidelines, including timely documentation and notification of administration and families when necessary. Student health information, including allergy or medical needs voluntarily provided by families at enrollment, is securely maintained in accordance with district privacy policies.

Any educational field trips coordinated by the ELO-P will follow district safety procedures, maintain required staff-to-student ratios, and ensure appropriate supervision and transportation arrangements consistent with local board policies.

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.

CMI's ELO-P promotes an emotionally safe and supportive environment aligned with the school's core values of leadership, respect, accountability, and teamwork.

The program intentionally integrates social-emotional learning (SEL) practices to support students' social, behavioral, and emotional development. Opportunities include:

- Structured team-building activities
- Peer mentorship through the cadet leadership model
- Guided conflict resolution conversations
- Goal-setting and reflection activities
- Adult mentorship and positive role modeling

Staff foster a culture of belonging by establishing clear expectations, modeling respectful communication, and recognizing student leadership and growth. Students are encouraged to express their ideas, seek support when needed, and build positive peer relationships.

Through structured leadership opportunities and collaborative activities, students develop self-regulation, perseverance, empathy, and school connectedness. The program emphasizes strong adult-student relationships, creating an environment where students feel valued, supported, and safe to engage fully in both academic and enrichment activities.

2—Active and Engaged Learning

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

The ELOP program provides opportunities for students to engage in active and experiential learning that complements, rather than duplicates, the instructional day. The program is designed to foster a hands-on, inquiry-based approach to learning, encouraging students to explore new concepts and ideas in a dynamic and interactive manner.

Enrichment Activities

The program will offer a variety of enrichment activities that connect with students' interests and passions. These activities may include science experiments, art projects, field trips connecting learning, and . Each of these activities is designed to build on the knowledge and skills students acquire during the school day, allowing them to delve deeper into subjects they are curious about. For example, a science lesson about ecosystems might be supplemented with a field trip to the Living Desert Palm Springs to explore habitat conservation for endangered species bringing the classroom knowledge to life through practical application.

STEAM (Science, Technology, Engineering, Arts, and Mathematics) Focus

The program will place a strong emphasis on STEAM activities, encouraging students to engage with subjects in an interdisciplinary manner. For example, students might participate in a robotics challenge that combines engineering and coding skills or an art project that incorporates mathematical concepts. By integrating multiple disciplines, students can explore how different fields connect, fostering a deeper understanding of the material.

Student Choice and Voice

To ensure that students remain actively engaged, the program will prioritize student choice and voice. Students will have opportunities to choose from a variety of activities and projects based on their interests. This autonomy empowers students to take ownership of their learning, increasing motivation and engagement. Additionally, student feedback will be regularly solicited to tailor the program to their evolving needs and preferences.

Physical and Social-Emotional Learning

The program will also include physical activities such as sports, dance, and yoga, which promote both physical health and teamwork. Social-emotional learning (SEL) will be embedded throughout the program, helping students develop essential life skills like empathy, communication, and self-regulation.

By providing diverse, hands-on learning experiences that extend beyond the traditional classroom, the ELOP program will engage students in ways that are both fun and educational, reinforcing and expanding upon their daily learning in meaningful ways.

3—Skill Building

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

The ELOP program will provide a wide range of opportunities for students to build and enhance essential skills across various domains, supporting their overall development and preparing them for future success. The program will focus on both academic and life skills, ensuring a holistic approach to student growth.

Academic Skill Building

The program will offer targeted activities designed to strengthen core academic skills in areas such as literacy, math, and science. For instance, literacy skills will be developed through reading circles, creative writing, and journaling, where students can improve their reading comprehension and vocabulary in an engaging, low-pressure environment. Math skills might be reinforced through interactive games and challenges that encourage problem-solving and critical thinking.

Creative and Critical Thinking

Students will be encouraged to think creatively and critically through activities such as puzzles, strategy games, and open-ended projects. These activities will challenge students to approach problems from different angles, fostering innovation and adaptability. For example, students might participate in a design challenge where they have to create a functional product using limited materials, promoting both creativity and resourcefulness.

Communication and Collaboration

Group activities will play a significant role in the ELOP program, helping students develop strong communication and collaboration skills. Whether working together on a group project, participating in team sports, or engaging in peer-led discussions, students will learn how to express their ideas clearly, listen actively, and work effectively with others. These experiences will build their confidence in both speaking and writing, as well as their ability to navigate group dynamics.

Social-Emotional Skills

The program will incorporate social-emotional learning (SEL) activities aimed at building self-awareness, empathy, and emotional regulation. Through role-playing scenarios, reflective journaling, and guided discussions, students will learn how to manage their emotions, set goals, and develop healthy relationships. These skills are essential for personal well-being and are closely linked to academic and social success.

Leadership and Responsibility

The ELOP program will provide opportunities for students to take on leadership roles, whether by leading a group project, mentoring younger students, or helping to organize program activities. These experiences will teach students responsibility, decision-making, and the importance of leading by example. Leadership roles within the program will be designed to build confidence and a sense of ownership, preparing students for future leadership opportunities in school and beyond.

Technical and Digital Literacy

Given the increasing importance of technology in today's world, the program will include activities that build students' digital literacy and technical skills. Coding workshops, digital

storytelling projects, and safe internet usage lessons will help students become proficient and responsible users of technology. These skills are crucial not only for academic success but also for future career opportunities.

By offering a comprehensive array of skill-building activities, the ELOP program will empower students to develop the academic, social, emotional, and practical skills necessary for success in school and beyond.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The ELOP program will prioritize youth voice and leadership by creating a supportive environment where students are encouraged to express their opinions, make decisions, and take on leadership roles. The program recognizes that empowering students in this way not only enhances their self-confidence and autonomy but also fosters a sense of ownership and engagement in their learning and development.

Leadership Roles in Projects and Activities

Students will have the chance to take on leadership roles in various projects and activities. For example, they might lead a group project, organize a community service event, or coach a younger student in a skill-building activity. These roles will teach students responsibility, teamwork, and decision-making, while also providing them with the confidence to take on leadership positions in other areas of their lives.

Peer Mentoring and Tutoring

The program will include peer mentoring and tutoring opportunities, where older or more experienced students can support their younger peers. This not only helps the mentees but also reinforces the mentors' own knowledge and skills. Mentoring fosters a sense of responsibility and care for others, while also building leadership skills such as communication, patience, and empathy.

Student-Led Clubs and Initiatives

Students will be encouraged to create and lead their own clubs or initiatives based on their interests. Whether it's a club focused on environmental issues, a book club, or a technology group, these student-led initiatives give participants the opportunity to organize, plan, and run activities that they are passionate about. This autonomy helps students develop leadership skills and promotes creativity, problem-solving, and collaboration.

Voice in Curriculum and Activity Design

The ELOP program will regularly solicit student input on the types of activities and curriculum offered. Through surveys and open forums, students will be able to share their ideas and preferences, ensuring that the program remains relevant and engaging. This approach empowers students to take an active role in their learning experience, making them feel valued and heard.

Leadership Workshops and Training

The program will offer workshops and training sessions focused on developing leadership skills. Topics may include effective communication, conflict resolution, team building, and decision-making. These sessions will provide students with the tools and strategies they need to be successful leaders, both within the program and in their broader community.

By incorporating these opportunities for youth voice and leadership, the ELOP program will not only enhance students' leadership skills but also create a more dynamic and responsive learning environment. Students will leave the program with a stronger sense of agency, prepared to take on leadership roles in their schools, communities, and future careers.

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5—Healthy Choices and Behaviors

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

The ELOP program is committed to promoting healthy choices and behaviors by providing students with the knowledge, opportunities, and environment necessary to make positive decisions about their physical, mental, and emotional well-being. The program will incorporate various activities and initiatives designed to encourage healthy lifestyles, and ensure that students have access to nutritious meals and snacks during program hours.

Nutritious Meals and Snacks

The ELOP program will provide students with nutritious meals and snacks that meet or exceed state and federal nutritional guidelines. These meals and snacks will be balanced and include a variety of fruits, vegetables, whole grains, lean proteins, and low-fat dairy options. The program will work closely with nutritionists and food service providers to ensure that all meals are both appealing and healthy, catering to the diverse dietary needs and preferences of students.

Physical Activity and Fitness

Daily physical activity will be a core component of the ELOP program. Students will have opportunities to participate in a wide range of physical activities, including sports, dance, yoga, and outdoor play. These activities will be designed to promote cardiovascular health, strength, flexibility, and overall fitness. The program will also incorporate lessons on the importance of regular exercise and its benefits for both physical and mental health.

Mental and Emotional Well-Being

The program will emphasize the importance of mental and emotional health through activities that promote stress management, mindfulness, and self-care. Students will participate in mindfulness exercises, such as deep breathing and meditation, and will have access to workshops on topics like coping with stress, building resilience, and maintaining a positive mindset. These activities will help students develop the tools they need to manage their emotions and maintain mental wellness.

Social-Emotional Learning (SEL)

Social-emotional learning will be integrated throughout the program to help students develop healthy relationships, manage their emotions, and make responsible decisions. SEL activities will focus on building self-awareness, empathy, and effective communication skills, which are essential for making healthy choices in all aspects of life.

Safe and Supportive Environment

Creating a safe and supportive environment is key to promoting healthy choices and behaviors. The ELOP program will foster a positive, inclusive atmosphere where students feel safe, respected, and supported. This environment will encourage students to make healthy decisions and seek help or guidance when needed.

By providing nutritious meals, engaging students in physical activities, and offering comprehensive health education, the ELOP program will equip students with the knowledge and skills they need to make healthy choices and lead active, balanced lives.

6—Diversity, Access, and Equity

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

The ELOP program is committed to fostering an inclusive environment that celebrates cultural and linguistic diversity while ensuring equitable access and opportunities for all students, including those with disabilities. The program's design reflects a dedication to embracing differences and promoting a sense of belonging for every participant.

Access and Equity for All Students

The ELOP program is designed to ensure that all students, regardless of their background or abilities, have equal access to the opportunities it offers. This commitment to equity will be reflected in several key areas:

Inclusive Program Design: The program will be intentionally designed to be inclusive, offering a wide range of activities that cater to different interests, learning styles, and abilities. This includes ensuring that all materials and resources are accessible and that activities are adaptable to meet the needs of all students.

Support for Students with Disabilities: The ELOP program will provide accommodations and modifications to ensure that students with disabilities can fully participate. This might include offering alternative formats for materials, providing assistive technology, and ensuring that physical spaces are accessible. Program staff will work closely with special education professionals and families to develop individualized support plans that meet the specific needs of each student.

By embedding diversity, access, and equity into every aspect of the program, the ELOP initiative will create an environment where all students feel valued, respected, and supported. This inclusive approach will not only enhance the educational experience for each student but also prepare them to thrive in a diverse and interconnected world.

7—Quality Staff

Staff Engagement

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

The ELOP program is committed to ensuring that students engage with high-quality staff who are not only skilled and knowledgeable but also dedicated to fostering a positive, supportive, and enriching environment. The program is committed to hiring staff who are well-equipped to meet the diverse needs of students and to deliver a high-quality expanded learning experience.

Low Student-to-Staff Ratios

To ensure that students receive personalized attention and support, the ELOP program will maintain low student-to-staff ratios. This approach allows staff to build strong, positive relationships with students, understand their individual needs, and provide tailored support. Lower ratios also enable staff to manage group dynamics effectively and create a more focused and engaging learning environment.

Positive and Supportive Relationships

The program will emphasize the importance of building positive and supportive relationships between staff and students. Staff will be expected to:

Foster Trust and Respect: Staff will create a welcoming and respectful environment where students feel safe to express themselves and take risks in their learning. By building trust and demonstrating genuine care for each student, staff can encourage students to engage fully in the program.

Promote Student Voice: Staff will be encouraged to listen to and incorporate student feedback into the program, ensuring that students feel heard and valued. This approach helps to create a more responsive and engaging learning environment that aligns with students' interests and needs.

Model Positive Behavior: Staff will serve as role models for students, demonstrating positive behaviors such as empathy, perseverance, and effective communication. By modeling these behaviors, staff can inspire students to develop similar skills and attitudes.

By prioritizing the recruitment of high-quality staff, the ELOP program will ensure that students are supported by knowledgeable, caring, and dedicated professionals who are committed to their growth and success.

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 assigned to the Expanded Learning Opportunities Program (ELO-P) meet the minimum qualifications established by Perris Union High School District for classified personnel. At minimum, instructional aides possess a high school diploma or equivalent and meet any additional federal or state requirements applicable to their assignment. When funded through Title I or assigned to instructional support roles requiring federal compliance, aides meet paraprofessional requirements (completion of 48 college units, an associate's degree or higher, or passage of an approved paraprofessional assessment). All personnel are hired and assigned in accordance with District Board Policies governing recruitment, legal status verification, and assignment.

Prior to employment, all ELO-P staff undergo required health and safety screening in accordance with District policy and California law. This includes DOJ and FBI fingerprint clearance, verification of employment eligibility, TB risk assessment/testing as required, and any required medical clearances. Staff also complete mandated safety training, including bloodborne pathogen training, emergency response procedures, and student supervision

expectations, prior to working with students.

The District maintains minimum staffing ratios in full compliance with Education Code Section 46120. The program maintains a minimum adult-to-student ratio of 1:20 for grades 4–6, or as otherwise required by law. Enrollment is monitored daily to ensure ratios are maintained. Site administrators establish staffing assignments prior to program implementation and utilize substitute pools and reassignment authority to ensure coverage during staff absences. Ongoing supervision and attendance tracking procedures ensure that required staffing ratios are consistently met throughout program operation.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Perris Union High School District (PUHSD) provides ongoing professional development to ensure ELO-P staff have the competencies necessary to effectively engage and enrich students.

The district conducts **full staff professional development days twice per year**, once each semester, for all certificated and classified employees. In addition, staff development days are held prior to the start of each school year to prepare employees for program implementation, review safety procedures, and align staff to district priorities and expectations.

Throughout the year, ELO-P staff also participate in:

- Monthly staff meetings focused on program updates, student engagement strategies, and operational procedures
- Training related to student supervision, safety protocols, and mandated reporting
- Social-emotional learning (SEL) strategies and youth development practices
- Opportunities to attend relevant workshops, conferences, and professional learning sessions aligned to expanded learning best practices

These professional development structures ensure staff are equipped to support students academically, socially, and emotionally while maintaining compliance with district policies and state requirements.

In accordance with EC Section 46120(b)(8), the district may close the ELO-P program for up to three days annually, if necessary, to provide targeted staff development during instructional or non-instructional days.

Through consistent professional learning opportunities, PUHSD ensures that ELO-P staff maintain the knowledge, skills, and competencies required to deliver high-quality expanded learning experiences.

8—Clear Vision, Mission, and Purpose

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

Vision

The vision of the ELOP program is to create an inclusive, enriching, and nurturing environment where every student is empowered to reach their full potential. The program aspires to be a cornerstone of the community, fostering lifelong learners who are well-rounded, socially responsible, and equipped with the skills and knowledge necessary to thrive in an ever-changing world.

Mission

The mission of the ELOP program is to provide high-quality, equitable expanded learning opportunities that complement the instructional day, promote academic achievement, and support the holistic development of all students. Through a diverse array of activities and experiences, the program aims to inspire curiosity, foster creativity, and cultivate critical thinking, while also nurturing social-emotional well-being and healthy lifestyles.

Purpose

The purpose of the ELOP program is to extend the learning environment beyond the traditional school day, offering students a safe, supportive, and engaging space where they can explore their interests, develop new skills, and build meaningful relationships. The program is designed to:

Support Academic Success: By offering activities that supplement and enhance the instructional day, the program helps students reinforce their learning, develop strong study habits, and achieve academic milestones.

Promote Personal Growth: The program encourages students to explore their passions, discover new talents, and build confidence in their abilities. It emphasizes the development of social-emotional skills, such as empathy, resilience, and effective communication.

Foster a Sense of Community: The ELOP program aims to create a sense of belonging and community among students, families, and staff. It celebrates diversity, promotes equity, and ensures that every student feels valued and supported.

Encourage Healthy Lifestyles: By integrating physical activity, nutrition education, and wellness practices, the program helps students develop healthy habits that contribute to their overall well-being.

Prepare Students for the Future: The program provides opportunities for students to develop essential life skills, such as leadership, collaboration, and problem-solving, that will prepare them for success in school, careers, and civic life.

In summary, the ELOP program's clear vision, mission, and purpose reflect its commitment to creating a dynamic and supportive learning environment that empowers all students to succeed academically, grow personally, and contribute positively to their communities.

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 were engaged in the development and review of the Expanded Learning Opportunities Program (ELO-P) Plan through stakeholder input processes aligned to Perris Union High School District's broader engagement practices.

Input was gathered through:

- Parent meetings and school events
- Student feedback conversations
- Informal surveys and stakeholder discussions
- Site-level leadership input

Feedback from students emphasized interest in leadership development, academic support, structured enrichment, and physical fitness opportunities, all of which are reflected in the design of the CMI ELO-P.

Families were provided opportunities to share input regarding program scheduling, supervision, safety expectations, and areas of enrichment interest. This feedback informed decisions about onsite programming, structured supervision, and integration of leadership-based activities consistent with CMI's military model.

Throughout the year, students and families remain engaged through:

- Ongoing communication via email and school messaging platforms
- Parent meetings and informational sessions
- Student surveys to assess program effectiveness
- Regular opportunities to provide feedback for continuous quality improvement

Enrollment information and program updates are communicated using culturally and

linguistically appropriate methods to ensure access for all families.

By incorporating stakeholder input in the development of the program plan and maintaining consistent communication and feedback opportunities throughout the year, CMI ensures the ELO-P remains responsive to student needs and aligned to family expectations.

Community Based Organizations and other Non-LEA Partners

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

The ELOP program will partner with various community-based organizations to provide specialized programming and services that align with the program's goals. For example:

The Rotary Club is involved in a variety of community service projects that address issues such as education, health, clean water, poverty, and more.

What the Rotary Club Typically Does:

Community Service Projects:

Rotary Clubs often undertake projects that address local needs, such as building schools, providing scholarships, supporting food banks, organizing health clinics, or improving community facilities like parks and playgrounds.

Youth Programs:

Rotary Clubs are known for their strong support of youth programs. They sponsor initiatives like Interact Clubs (for high school students) which provide leadership training, community service opportunities, and personal development.

Higher Education Institutions

Partnerships with local colleges and universities will enhance the program's academic support and enrichment offerings. These institutions provide:

Dual Enrollment Opportunities: For older students, partnerships with community colleges provide dual enrollment opportunities, allowing them to earn college credits while still in high school.

Local Businesses and Corporations

Engaging with local businesses and corporations will provide students with real-world experiences and resources that enhance their learning. Potential collaborations include:

Career Days and Guest Speakers: Professionals from various fields can visit the program to share their experiences, discuss career pathways, and inspire students to think about their future careers.

Sponsorships and Donations: Local businesses also contribute to the program through sponsorships, donations of materials or equipment, and volunteer support, helping to sustain and expand program offerings.

Family and Community Engagement

The program will also prioritize partnerships with families and community members, recognizing that their involvement is critical to student success. This will include:

Parent Workshops and Family Nights: Regular events that involve families in the learning process, offering workshops on topics like supporting academic success, fostering social-emotional well-being, and understanding adolescent development.

By fostering these collaborative partnerships, the ELOP program will enhance its ability to provide high-quality, diverse, and comprehensive learning experiences for all students, ensuring that every participant has access to the resources, support, and opportunities they need to succeed.

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.

1. Establish Clear Goals and Objectives

Define Success Metrics: Establish specific, measurable goals and objectives for the program in areas such as academic achievement, student engagement, social-emotional development, and program participation.

Set Benchmarks: Create benchmarks for success based on these goals to guide evaluation and improvement efforts.

2. Develop a Comprehensive Evaluation Framework

Data Collection: Implement various methods for collecting data, including surveys, assessments, focus groups, and performance metrics. This data will cover student outcomes, program effectiveness, and stakeholder satisfaction.

Data Analysis: Analyze data regularly to identify trends, strengths, and areas for improvement. Use both quantitative and qualitative data to gain a comprehensive understanding of program performance.

3. Implement Feedback Mechanisms

Student Feedback: Regularly solicit feedback from students through surveys, suggestion boxes, and focus groups. This feedback will provide insights into their experiences and preferences.

Family Feedback: Gather input from families through surveys, meetings, and informal discussions. Family feedback helps to understand the program's impact on students and identify areas for improvement.

Staff Feedback: Encourage staff to provide feedback on program processes, challenges, and successes. Staff input is crucial for understanding operational issues and opportunities for enhancement.

4. Conduct Regular Program Reviews

Quarterly Reviews: Hold quarterly review meetings with program leadership and key stakeholders to assess progress towards goals, discuss challenges, and evaluate the effectiveness of implemented strategies.

Annual Evaluations: Perform comprehensive annual evaluations of the program's overall performance, including a review of data, feedback, and progress towards goals.

5. Implement Improvement Strategies

Action Plans: Develop action plans based on evaluation findings to address identified areas for improvement. These plans will outline specific steps, responsible parties, timelines, and resources needed.

6. Monitor and Adjust

Ongoing Monitoring: Continuously monitor the implementation of improvement strategies to ensure they are achieving the desired outcomes.

Adjustments: Make necessary adjustments based on ongoing feedback and data analysis. This ensures that the program remains responsive to changing needs and circumstances.

7. Professional Development

Training: Provide staff with ongoing professional development opportunities to enhance their skills and knowledge in areas related to program improvement.

Learning Opportunities: Share best practices and lessons learned with staff to foster a culture of continuous learning and improvement.

8. Stakeholder Engagement

Engage Partners: Involve community partners, stakeholders, and advisory committees in the improvement process. Their insights and support are valuable for making informed decisions and driving program enhancements.

Communicate Changes: Keep stakeholders informed about changes and improvements to the program. Transparent communication builds trust and ensures everyone is aligned with the program's goals.

9. Document and Share Best Practices

Documentation: Maintain detailed records of successful strategies, processes, and improvements. This documentation serves as a resource for ongoing program development and for sharing with other programs or organizations.

Sharing: Share best practices and successful approaches with other ELOP programs and community partners to foster collaboration and enhance overall quality across similar initiatives.

10. Celebrate Successes

Recognition: Recognize and celebrate achievements and milestones reached by the program, students, and staff. Celebrating successes helps to build morale and reinforces the commitment to continuous improvement.

By implementing this Continuous Quality Improvement plan, the ELOP program will ensure that it continually evolves and enhances its services, ultimately leading to better outcomes for students and a more effective and impactful program.

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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 CMI ELO-P budget includes expenditures for staffing, academic support, enrichment

programming, professional development, materials and supplies, and other allowable operational costs. The detailed budget sheet is included as an addendum to this Program Plan.

All costs charged to the program are reviewed to ensure they are:

- Reasonable
- Necessary
- Allowable under EC Section 46120 and related statutes
- Aligned to the approved program plan

The district ensures fiscal compliance through established purchasing procedures, internal review processes, and oversight by district fiscal services.

The budget reflects the needs of CMI students and families by prioritizing:

- Safe supervision and structured programming
- Academic tutoring and literacy support
- Leadership development opportunities
- Physical fitness and enrichment activities
- Student engagement initiatives

Expenditures are aligned with student participation levels and community needs to ensure equitable access and high-quality expanded learning opportunities.

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?

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

PUHSD ensures proper implementation of ELO-P requirements through structured oversight at both the site and district levels.

Site administration oversees daily operations, including staffing, supervision, scheduling, and compliance with student safety procedures. District leadership provides fiscal oversight, monitors compliance with Education Code requirements, and reviews documentation related to attendance, ratios, and expenditures.

The district:

- Monitors student-to-staff ratios to ensure compliance
- Reviews attendance records for accuracy and retention
- Ensures snack and meal compliance with nutrition standards
- Conducts internal reviews of expenditures for allowability
- Provides staff training related to safety and program requirements

Program effectiveness is monitored through ongoing data review and stakeholder feedback as part of the Continuous Quality Improvement process.

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.

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?

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?

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.

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.

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.**

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.