



P I E D M O N T
UNIFIED SCHOOL DISTRICT

**Piedmont Unified School District
Expanded Learning Opportunities
Program Plan
2025-2026**

Prepared by:

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In partnership:



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Expanded Learning Opportunities Program Plan Sites

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

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Havens Elementary
2. Wildwood Elementary
3. Beach Elementary
4. Piedmont Middle School

Governing Board Approval Date: March 4, 2026

1—Safe and Supportive Environment

The program is primarily offered at Havens Elementary. By utilizing familiar classrooms, the library, and outdoor facilities, we minimize transition stress for students and maintain a connection between the school environment and the enrichment programs and activities offered outside the traditional classroom.

A Supportive Social-Emotional Climate

To move beyond physical safety into true emotional support, the program implements the following:

- Community Building Activities: Each classroom session begins with engaging check-ins, where students have the opportunity to engage with content or a community building activity.
- Peer Mentorship: Older students are trained as "Ambassadors" to help newcomers navigate the social landscape, reducing the likelihood of isolation or bullying.
- Physical Safety Measures: While on-site, the program adheres to the school's locked-door policy and uses a visitor management system to vet every adult entering the space.

2—Active and Engaged Learning

To foster an environment where students feel safe enough to take risks and express themselves, the program moves beyond basic supervision. We prioritize social emotional learning as the "connective tissue" of the program, and offer an array of classes based on student interests. Academic and hands-on programs include (but are not limited to) the following classes: creative writing; literature and a love of reading; science through hands-on experiments; cooking and culture; art and self-expression; and much, much more.

3—Skill Building

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

A Kindergarten through 6th grade academic program builds:

- Strong foundational academic skills
- Independent thinking and problem-solving
- Effective communication
- Emotional resilience
- Collaboration and leadership
- Preparedness for middle school rigor

Through structured instruction, hands-on learning, and opportunities for reflection and growth, students experience continuous skill development that supports both academic success and creating a sense of community that prepares them for their next respective grade level.

4—Youth Voice and Leadership

Student Leadership Opportunities: Classroom & Activity Leadership

Students take on structured leadership roles, such as:

- Discussion Facilitators: Leading book talks, science reflections, or group problem-solving sessions.
- Peer Tutors: Supporting classmates in reading, math practice, or skill-building activities.
- Presentation Leaders: Teaching mini-lessons or demonstrating project outcomes.
- Classroom Roles: Timekeeper, materials manager, technology assistant, or team captain.

These roles rotate to ensure all students experience leadership in developmentally appropriate ways.

5—Healthy Choices and Behaviors

The program integrates physical health, nutrition education, and active living into daily routines to ensure students develop the knowledge, habits, and skills needed to make informed, healthy choices. The program provides meals and snacks that are:

- Balanced and nutrient-rich, including fruits, vegetables, whole grains, and lean proteins
- Low in added sugars, sodium, and processed ingredients
- Age-appropriate portion sizes
- Aligned with USDA Child Nutrition Program guidelines (when applicable)
- Inclusive of dietary needs and allergies

Meal & Snack Structure

- Daily healthy snack (for afterschool or extended-day programs)
- Fresh water available at all times

6—Diversity, Access, and Equity

The program is grounded in the belief that diversity is an asset. We are committed to creating an inclusive environment where every student—regardless of culture, language, ability, or background—feels valued, represented, and supported.

The program integrates culturally responsive materials and experiences that:

- Reflect the backgrounds, identities, and traditions of participating students
- Highlight diverse historical figures, authors, scientists, and leaders
- Incorporate multicultural literature, music, art, and celebrations
- Explore global perspectives across academic and enrichment activities

Students are encouraged to share family traditions, languages, and cultural experiences during discussions and projects, fostering mutual respect and understanding.

Access and Inclusion for Students with Disabilities (ELO-P)

The ELO-P is designed to be inclusive and aligned with students' Individualized Education Programs (IEPs) and 504 Plans.

Program Accessibility

- Facilities comply with ADA accessibility standards
- Physical spaces accommodate mobility devices
- Adaptive equipment is available when needed
- Sensory-friendly spaces are provided for regulation

Individualized Support

The program collaborates with school-day staff and families to ensure continuity of support. This includes:

- Awareness of IEP goals and accommodations (as appropriate)
- Implementation of required accommodations (e.g., extended time, visual schedules, modified tasks)
- Behavioral support plans when applicable
- Differentiated instruction and activity modifications

7—Quality Staff

The ELOP program recognizes that strong relationships between students and adults are central to student growth, safety, and overall program quality. The program is designed to recruit and retain skilled staff who are committed to student success.

Intentional Recruitment & Hiring Practices

The program prioritizes hiring staff who demonstrate:

- PUSD experience working with elementary-age youth
- Cultural competency and inclusive practices
- Strong communication and collaboration skills
- Commitment to positive behavior supports
- Alignment with the program's mission and values

Low Staff-to-Student Ratios

The ELOP program maintains appropriate staff-to-student ratios to ensure:

- Individualized attention
- Strong relationship-building
- Effective supervision and safety
- Differentiated academic and enrichment support

Smaller group structures allow staff to understand each student's strengths, interests, and growth areas.

Relationship-Centered Programming: The program intentionally builds time for relationships through:

- Daily check-ins and community circles
- Mentorship opportunities
- Positive reinforcement and recognition systems

PUSD's ELOP staff serve multiple roles:

- Academic Supporters: Providing tutoring, homework help, and skill-building guidance
- Enrichment Facilitators: Leading hands-on projects, arts activities, and STEM exploration
- Mentors: Supporting goal-setting, leadership development, and personal growth
- Positive Role Models: Demonstrating respectful communication, healthy decision-making, and collaboration

Minimum Staff Qualifications of an Instructional Aide

All instructional aides employed in the program will meet the minimum qualifications established by the Local Educational Agency (LEA) and applicable state and federal regulations.

At minimum, instructional aides must:

- Possess a high school diploma or equivalent (GED)
- Demonstrate the ability to:
 - Work effectively with elementary-age students
 - Support instruction under the supervision of a certificated teacher or program lead
 - Implement behavior support strategies
 - Communicate clearly with students and staff

- Prior experience in youth programs or expanded learning settings
- Training in youth development or child behavior support

All instructional aides work under appropriate supervision and within clearly defined roles.

8—Clear Vision, Mission, and Purpose

The Adventures Program, as it is known in Piedmont, intentionally blends academic learning opportunities for students with enrichment and community building activities throughout the day.

PUSD's Adventures Program, first and foremost, centers academic and hands-on programs that include (but are not limited to) the following classes: creative writing; literature and a love of reading; science through hands-on experiments; cooking and culture; art and self-expression; and much, much more.

In addition to academic classes, engaging and collaborative community-building activities are embedded throughout the day, such as with obstacle courses and collaborative outdoor activities that develop a sense of belonging and connection with peers.

As a part of the Adventures Program, PUSD also offers extended care before and after the program to support families with additional childcare needs.

9—Collaborative Partnerships

Students and Families

The program is built on the belief that meaningful family and student engagement strengthens program quality, responsiveness, and student outcomes. Families and students are valued as partners in both the creation and ongoing improvement of the program.

Prior to finalizing the program plan, families and students were invited to provide input through:

- Community forums and informational meetings
- Informal listening sessions during previous Adventure Program events
- Feedback collected from surveys

Families were asked to share:

- Preferred program hours and scheduling needs
- Academic and enrichment interests (e.g., arts, STEM, sports)
- Wellness and nutrition preferences

