



Expanded Learning Opportunities Program Plan

Local Educational Agency (LEA) Name:	Coachella Valley Unified School District
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Name of Expanded Learning Opportunities Program Site(s)

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

1. Bobby Duke Middle
2. Cahuilla Desert Academy
3. Cesar Chavez Elementary
4. Coachella Valley High
5. Coral Mountain Academy
6. Desert Mirage High
7. John Kelley Elementary
8. La Familia High School
9. Las Palmitas Elementary
10. Mecca Elementary
11. Mountain Vista Elementary
12. Oasis Elementary
13. Palm View Elementary
14. Peter Pendleton Elementary
15. Saul Martinez Elementary
16. Sea View Elementary
17. Toro Canyon Middle
18. Valle del Sol Elementary

19. Valley View Elementary
20. Westside Elementary
21. West Shores High School
22. Independent Studies Students
23. La Familia Continuation High School (in process)

Purpose

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

Definitions

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

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, address any waiting list or add additional programming in EXLP for example ASES, 21st CCLC, ASSETs, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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

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

The LEA is responsible for creating, reviewing, and updating the program plan every three years or as needed to reflect any changes in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1. Safe and Supportive Environment

<p>CVUSD Questions / Considerations Potential Budget</p>	<p>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 on-site, describe where in the community it will be and how students will be supported to get there.</p>
	<p>Programming on instructional days will be delivered on existing school campuses, creating a safe and supportive environment for students in a familiar location. This allows students to engage with programming such as before school programs (EXLP Sunrise) and immediately following the instructional day, as students will quickly traverse to the designated meeting location on campus for the program. The use of school facilities also allows CVUSD to monitor facility environmental conditions, respond to needed support requests, and provide security services as needed. Staff will be identifiable, allowing students and families to locate staff for support as needed quickly. CVUSD has successfully utilized the afterschool format for the EXLP (ASES, ASSETs, 21st Century) programming for over twenty years, creating the conditions needed to implement ELO Program effectively.</p> <p>Similarly, the first option will be for intersession opportunities to occur on district school campuses. Students will most likely participate in intersession programs at their current school site. Some intersession programming may occur at specified district locations, local venues or in venues that provide opportunity for tangible experiences dependent on facility needs, expected participation, and maintaining staffing ratios. In all cases, the locations of intersession programming will be selected to provide students with a safe and supportive environment appropriate for the designated program activities.</p> <p>Lead program staff will be trained in strategies associated with CQI and support the Transformational Justice Model, which includes Positive Behavior Interventions and Supports (PBIS) to appropriately address student behaviors and interactions that complement the efforts of CVUSD schools during the instructional day. Incident reporting structures will be in place to document incidents and appropriately communicate them to school administration and families, as appropriate and designed for expanded learning programs.</p> <p>Transportation will be available to students at sites that currently provide transportation for after school extended learning. Students with IEPs requiring door-to-door transportation services will be addressed case-by-case in consultation with the CVUSD Special Education department. Any field trips, tangible experiences or programming that supports and compliments activities associated with ELO Program will utilize school buses with certified drivers to safely transport students from the school site to the field trip location and back to the school. The CVUSD adult to student ratio will be followed for chaperoning needs. Any transportation needs outside of the internal department shall be scheduled and provided in accordance to existing guidelines.</p>

2. Active and Engaged Learning

CVUSD Questions
/ Considerations
Potential Budget

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

The CVUSD extended learning time will be braided, incorporating the structures of ELOP and EXLP into a unified and cohesive approach to expand student learning opportunities. The CVUSD model includes multiple learning opportunities to be responsive to student needs in multiple formats throughout the school year. Expanded learning opportunities for elementary, middle and high school students, are in place for students attending and enrolled in school sites within CVUSD.

ELOP: On instructional days, homework jump start, and instruction in collaboration with Ed Services will be incorporated to assist students in learning grade-level content and developing academic skills. Instructional support will be delivered by the teacher if required by the curriculum or program. Academic instruction will be provided in the identified subject area(s) utilizing an alternative curriculum to maintain student engagement with exposure to new content. The subject content area will be identified at the commencement of each year.

EXLP: Enrichment opportunities will be integrated into the program through various models, including the current model which uses staff that meets the qualifications under EXLP guidance and community partnerships. Enrichment opportunities will be offered to students depending on identified staff experiences and talents as well as the interests of students and parents. Offerings may include arts, music, sports, dance, cooking, film, technology, STEAM, and healthy living, etc. Where applicable, CVUSD will collaborate with various community partners to incorporate additional offerings into the program.

ELOP funding will cover a total of 30 intersession days throughout the school year and will be provided at nine hours per day. Intersession programs will follow similar designs to the instructional day extended day program model, balancing academic intervention and support needs with enrichment opportunities. These structures will take multiple formats based on the program's purpose, timing during the school year, and the outcome designs of that intersession segment. Modular program designs may provide multiple enrichment opportunities that allow students to interact with multiple enrichment content structures.

The district intends for school sites to work collaboratively with program staff following the instructional day and during intersession blocks to allow students to participate in extended learning opportunities. Program staff will connect with site administration, teachers, and support staff to the greatest extent possible to support student understanding and learning during extended learning time.

3. Skill Building

CVUSD Questions /
Considerations
Potential Budget

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

CVUSD will provide developmentally appropriate activities and experiences throughout program offerings. Since the ELO Program incorporates students in transitional kindergarten through twelfth grade various levels of development must be accounted for within programmatic offerings. Academic support will include homework jump start that provides assistance and skill building in academic content areas for each grade level. Multiple enrichment opportunities will be available for all students. Currently guidelines for elementary school have been met and the programming covers TK –12 sites and is implemented.

TK students will be serviced by staff that meet the EXLP staffing requirements EXLP/ELO-P staff who will deliver developmentally appropriate instruction and enrichment activities.

Materials and equipment purchased for the program will be intended for use within each grade range, incorporating the appropriate levels of hands-on manipulatives and technology integration to improve skills in multiple ways aligned to the developmental needs of the participating students.

Collaborative work sessions, interactive enrichment structures, play-based learning, and wellness topics will be incorporated into the extended day activities and intersession models. Students in grades three through six will participate in more advanced social skill-building opportunities related to whole-child wellness and mental health needs, in collaboration with the CVUSD district-approved provider.

Participants will also be provided with college & career exposure opportunities to develop skills needed for the grade level and grade span transitions as part of the extended program.

4. Youth Voice and Leadership

CVUSD Questions /
Considerations
Potential Budget

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

Youth voice and leadership will be key components within the district's ELO Programs. Efforts surrounding diversity, equity, and inclusion within the instructional portion of the school year will extend into the ELO Program structure offering students opportunities to help drive programs offered and make them accessible to all students. Accessibility is a key aspect in providing youth voice within the program, allowing the diverse perspectives of participating students to help drive offerings and support needs.

School clubs and organizations related to youth voice and leadership may be developed as part of the ELO Program, meeting before or after the school day to discuss topics and create programs and activities to engage other students. Student-led "inclusive culture clubs" or similar structures may help to create inclusive environments and celebrate the voice and perspectives of others within the school community.

Program staff will work with student leadership to promote youth voice within both instructional year and intersession periods. Presentations will be integrated into the ELO Programs in after-school and intersession settings to share perspectives and promote leadership. Connections will be developed with community partners, such as city leaders, local elected officials, parents, and public service organizations, to incorporate concepts of community leadership and serving others into the program. Community connections will extend from ELO Program offerings, such as community improvement projects, participation in community events whether through established collaborative programs offered through community partners or student-led initiatives designed to improve their local community.

5. Healthy Choices and Behaviors

CVUSD Questions / Considerations Potential Budget	Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.
	<p>Healthy choices and behaviors will be a focal point during the extended instructional day and intersession sessions throughout the year. Students participating in extended instructional day activities will participate in physical activities incorporated into the daily program. These activities aim to provide time for students to engage in moderate-to-vigorous physical activities as part of developing healthy skills in developmentally appropriate and accessible ways. Structured activities, such as sports and guided play, will be incorporated into the instructional day program to ensure that students can access physical activity options within the EXLP program and additional ELO Program options. Unstructured or free play times will also be incorporated in developmentally appropriate ways, encouraging healthy physical activity in designated play area settings while encouraging creativity and skill development.</p> <p>Other health and wellness-related activities that integrate physical and mental wellness aspects will be incorporated. These experiences may include but are not limited to dance, yoga, and other similar and tangible activities and experiences that allow students to engage in healthy living habits in ways that are of interest and accessible. The tangible experiences will support students making appropriate and acceptable choices as part of their extended learning day program.</p> <p>Similarly, nutrition education will be incorporated into ELO Program offerings to connect dietary habits with healthy living. Programs may include offerings such as lessons on nutrition and eating habits, partnerships with community partners for food-related topics, and activities related to the culinary arts. Further integration of healthy living offerings with leadership and SEL needs will provide participating students a well-rounded approach to overall health across multiple program offerings</p> <p>The district's Nutrition Services will provide nutritious meals, snacks, and supper following SB 1169.</p>

6. Diversity, Access, and Equity

<p>CVUSD Questions Considerations Potential Budget</p>	<ul style="list-style-type: none">• Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity.• Describe how the ELO-P will provide access and opportunity for students with disabilities.
	<p>All ELO Program offerings will be accessible to all students by design. Each offering will be accessible to low-income students, English learners, foster and unhoused youth (priority registration), students with disabilities, and all cultural groups. As ELO Programs are scheduled, notification will be provided to all families through multiple communication channels and social media to encourage student participation. Program participation will be monitored to determine whether all student groups are engaging with program offerings, and program offerings will be adjusted to increase participation and improve accessibility as needed. These accessibility designs will also incorporate developmentally appropriate adjustments, ensuring students in all grades can engage with the content or activity. Program offerings will be evaluated to support the needs of students with disabilities so that additional support, staffing, or materials are available to allow participation.</p> <p>Programs will incorporate programming that is standards based or rooted in best practices. Cultural celebrations, incorporation of multiple languages and cultures, and integration of the multiple perspectives and needs of our students and families will be part of ELO Program offerings throughout the year. Feedback will help develop and adjust program offerings to meet this goal better and have all students connect with offerings during the year.</p> <p>CVUSD is committed to creating an inclusive environment where everyone feels safe and valued. The after-school classrooms serve as safe places for children to express their thoughts and feelings regarding current events and matters centering on diversity, equity, and inclusion. Students will be provided a space to have success in areas outside of academic performance which will boost their confidence which carries into the regular school day.</p> <p>Diversity, access, and equity are embraced at CVUSD. This is reflected in our hiring practices and differentiated learning experiences corresponding to the student's abilities and talents.</p> <p>The staff works collaboratively with families of students with differing needs to discuss strategies for full inclusion and ways to support the student's participation in the program. CVUSD recognizes that every student needs an experience that challenges him/her and takes into consideration individual learning styles and special abilities.</p>

7. Quality Staff

CVUSD Questions
Considerations
Potential Budget

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

Program administration will consistently monitor and evaluate program staff to ensure students engage with staff members that meet the requirements as outlined in EXLP guidance in all ELO Program offerings. Given the scope of the ELO Program plan, different offerings, and extensive program size, program staff will be involved in providing program services. The ELO-P Director will lead staff selection and training, and the Director will work with Site Coordinators to evaluate staff and programming and to develop a cohesive, aligned, and unified program of expanded learning opportunities.

Program staff participating in program offerings will support students in programs, incorporating strategies and systems that are successful in similar school settings while providing programmatic offerings. Staff will be assigned roles that correspond to their qualifications or will be provided with additional training for the program offering content. Teachers, support staff, and contractors may support student activities within the ELO Program structure, including before, after, or during intersession periods.

ELO Programming will recruit candidates following CDE protocols and guidelines used for EXLP programs. All employment candidates working with students daily must use hiring practices that align with CVUSD requirements such as online trainings or certifications if applicable. Intersession programs will follow a similar structure.

8. Clear Vision, Mission, and Purpose

CVUSD Questions
Considerations
Potential Budget

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

CVUSD's mission is to promote education, pride, and progress. CVUSD operates under the belief that "Together we build the future." CVUSD is committed to creating an inclusive environment where everyone feels safe and valued. The ELO Program will be a safe place for children to express their thoughts and feelings regarding current events and matters centering on diversity, equity, and inclusion.

ELOP program offerings will provide a balance of program offerings to meet the whole child's needs. Students participating in ELOP will be provided experiences in academic intervention, enrichment, community connection, social-emotional learning, leadership, and healthy living to support and enhance their overall school experience. All students are welcome to participate in ELO Program offerings, bringing their unique perspectives to share to improve academic performance, further develop skills in various areas, and create a community of collaboration and learning.

The ultimate goal of the ELOP program is to provide all students a space to feel and experience success.

9. Collaborative Partnerships

CVUSD Questions Considerations Potential Budget	Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.
	<p>CVUSD will collaboratively partner with multiple community organizations to provide high-quality offerings for students participating in the ELO Program. These partnership efforts will occur at the district and school levels to deliver consistent programming while providing flexibility to meet school site-specific needs and challenges. Regular communication and feedback platforms will be established to provide opportunities for further collaboration regarding program improvement, expansion, and accessibility for all students. Feedback platforms will include input from students and parents regarding the program, described further in the Continuous Quality Improvement section of the plan document.</p> <p>Programming on extended instructional days will include additional enrichment partners connecting to the program through partnerships. Opportunities from these partnerships will be incorporated into the ELO Program throughout the year to provide enrichment in the arts, music, sports, STEAM, leadership, health and wellness, and other areas. Efforts will also be made to provide enrichment opportunities that connect to and supplement existing after-school programs within CVUSD.</p> <p>Intersession programs will follow similar models, likely through more modular models. Academic intervention and support sessions during intersession periods will be coordinated with CVUSD staff and through partnerships designed to meet student needs best. Enrichment modules will incorporate multiple community organizations to provide experiences in a wide range of topics, including topics in the theater, dance, arts, STEAM, sports, field trips, and other areas of student interest.</p> <p>Examples of community partnerships include, but are not limited to: Friends of the Desert Mountains, Animal Samaritans, Acrisure arena, Mosquito Abatement District, LA Galaxy Foundation, etc.</p>

10. Continuous Quality Improvement

<p>CVUSD Questions Considerations Potential Budget</p>	<p>Describe the program's Continuous Quality Improvement plan.</p>
	<p>The CVUSD ELO Plan will be a living document, adjusting to the district's changing needs of students and families. Program staff will closely monitor program offerings, utilizing a combination of collaborative planning, observations, staff/student/community feedback, and performance data to determine programmatic offerings, adjustments, and system changes.</p> <p>Data will be collected to meet all ELO Program and EXLP (ASES, ASSETs, and 21st Century) program requirements, supporting program improvement and reporting purposes. Access, enrollment, and attendance data will be collected to monitor student participation in various offerings, aiding in identifying program needs and future offerings. Academic performance on state and local assessments will be reviewed to determine the effectiveness of academic interventions and supports within ELO Program offerings. System adjustments will be made in response to student performance.</p> <p>Participating student and program attendance will determine interest in potential enrichment programming and evaluate current programmatic efforts. In afterschool, the language widely used is that students "vote with their feet" Outcomes of parent meetings and student feedback will assist program staff in making informed programmatic adjustments to meet the needs and interests of students. In addition, site administrators and program staff will be included in the feedback to determine how the programs are working at the school site level, providing information for adjustments that may be needed to support the different needs of each school.</p> <p>Collaborative reviews of ELO Program offerings, including EXLP (ASES, ASSETs, and 21st Century) program offerings, will also be part of the continuous improvement process. Community partners engaged in providing programmatic offerings, whether in daily offerings during extended instructional days or periodic enrichment offerings throughout the year, will be involved in collaborative and reflective processes to provide their input, receive feedback, and collaboratively plan the next steps in their associated offerings. Program staff will work to build working relationships with community partners to provide a wide variety of offerings targeted to the needs of students and families, customized to meet those needs, and consistently improving and expanding to provide a high-quality experience throughout the year.</p>

11. Program Management

CVUSD Questions
Considerations
Potential Budget

Describe the plan for program management.

Staffing Structure:

- (1) Director of Expanded Learning Programs (active)
 - (2) Expanded Learning Program Coordinator (1 in process)
 - (3) Data Entry Clerks (pending depending on ELO-P/EXLP funds)
 - (1) Administrative Specialist (hired 2023)
 - (1) Accounting Assistant I - current/possibly add
 - (1) Budget Specialist (pending depending on ELO-P/EXLP funds)
- EXLP Staff (Staff will meet minimum requirements as outlined in EXLP guidance)

Program staff will guide the program improvement process, submit necessary data reports, facilitate meetings with the management team, develop a professional learning plan, pursue community partnerships, and provide program information to the district community. The coordinators and academic lead teachers will guide the program's daily operations at each school site, as guided by program administration.

On extended instructional days, ELO programming will use the current EXLP structure as the basic format for the program. Each site will feature site EXLP coordinators to act as the primary contacts for the extended daily program offered at each site. These individuals will manage the program operation and staffing during the extended learning time. Site administrators will collaborate with the EXLP Coordinators to ensure that site-

	<p>specific needs and the needs of students and families are being met through the extended daily program. Added enrichment opportunities occurring during the extended daily program will be announced, and adjustments made to cover any additional staffing needs for the offering in collaboration with daily program staff.</p> <p>Intersession programs will be managed similarly, with Program administration working collaboratively with school site staff and community partners to provide offerings. Offerings and programs designed during intersession periods will work to support learning needs from instructional day, while also providing enrichment activities to further engage students. Sites with EXLP (ASES, ASSETs, and 21st Century) program funding will implement programs aligned with their funding and grant requirements.</p> <p>ELOP and EXLP funding will be braided together to provide the full scope of offerings under this cohesive system. The Director of Expanded Learning will manage funds, ensuring that program expenditures meet funding requirements. Requirements specific to EXLP (ASES, ASSETs, and 21st Century) program grants will be followed per the appropriate guidelines, including attendance, enrollment, and early release policies. The district will regularly review and revise the ELOP and EXLP program plans to align all structures into a cohesive plan over time.</p>
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GENERAL QUESTIONS

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

<p>CVUSD Questions Considerations Potential Budget</p>	<p>ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program</p>
	<p>CVUSD has been operating an effective EXLP (ASES, ASSETs, and 21st Century) program for many years. Therefore, the CVUSD plan is designed to coordinate these funding streams into a single cohesive plan to serve students in a nine-hours-per-day format through multiple experiences and offerings.</p> <p>CVUSD will leverage the current EXLP infrastructure to integrate ELOP throughout the school year. The ASES/21st CCLC programs at all elementary, middle school and high school sites will continue to operate per the district's EXLP plan. Interest and enrollment will be monitored and adjusted as necessary to eliminate student waitlists.</p> <p>To accommodate and plan for growth, additional storage space or classrooms are necessary to have a safe space in which we can secure music, sports, STEAM, equipment etc. The request will be to approve the purchase of storage spaces for school sites that will be 100% utilized by ELO-P and EXLP. The purchase and any services related to installation of said spaces will be funded utilizing ELO-P funds. Any other needs or shared needs will be evaluated to meet the outlined formula of combined use of space as outlined by CDE/ELO-P.</p> <p>Intersession periods will follow a similar model. The program will set the service's baseline at sites for winter, spring, non-school days and summer intersection opportunities. These will include academic and enrichment programming that supplements and supports the efforts of the instructional calendar while providing support as needed for skill and concept development in various areas. The EXLP (ASES, ASSETs, and 21st Century) program funds will be used at awarded sites to create the base programming per the approved plan, while ELOP funding will provide additional opportunities at those locations. Supplemental centralized programs will be added over time, further enhancing student opportunities.</p>

<h2 style="text-align: center; margin: 0;">Transitional Kindergarten and Kindergarten</h2>	
<p>CVUSD Questions Considerations Potential Budget</p>	<ul style="list-style-type: none"> ● Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (<i>EC Section 46120[b][2][D]</i>). 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?
	<p>Staff will be recruited that are interested in providing activities to that particular grade level which may include but not limited to people enrolled in ECE courses or have completed them. It may also include but not limited to current CVUSD staff that currently work with TK students and those interested in working with TK.</p> <p>Staffing will be expanded to maintain the 10:1 ratio for transitional kindergarten and kindergarten student groupings. Program staff will closely monitor group counts to be proactive with partners in providing additional staff members should group sizes increase. Families will be asked to indicate participation ahead of enrichment event offerings to determine the necessary staff for maintaining ratios, especially for popular enrichment opportunities.</p> <p>ELO-P/EXLP will collaborate with The Early Learners department if needed to support TK and kindergarten student inclusion into the extended day learning opportunities.</p>

Sample Program Schedule

CVUSD Questions
 Considerations
 Potential Budget

- Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

School Sample Schedule -

Instructional Day Monday, Tuesday, Thursday, Friday, **Wednesday is early release day regular school day end one hour earlier**

Elementary

6:30AM-7:45 AM

Sunrise Program funded by ELO-P

7:45AM-8:15 AM

Access to campus: safety supervision, breakfast, unstructured play time

8:15AM-2:45 PM

Instructional Day

2:45PM-6:00 PM

Extended Learning (ELOP & EXLP)

Times will be adjusted for Frontier Sites.

Wednesday

7:30AM-8:30AM

Sunrise Program funded by ELO-P

8:30AM – 9:00AM

Access to campus and breakfast

9:00AM – 4:00PM	Instructional Day						
4:00PM – 6:30PM	ELO-P & EXLP						
Times will be adjusted for Frontier Sites.							
High School							
6:30AM – 7:00AM	Access to campus and breakfast						
7:00AM – 2:00PM	Instructional Day						
2:00PM – 6:00PM	ELO-P & EXLP						
Times will be adjusted for Frontier Sites.							
<table border="1"> <tr> <td colspan="2">Intersession Sample Schedule for Elementary, Middle and High School (Monday – Friday as well a any non-school day)</td> </tr> <tr> <td>7:30AM or 8:00AM</td> <td>Commencement of EXLP/ELO-P Programming</td> </tr> <tr> <td>1:30 or 4:00PM</td> <td>Conclusion of EXLP/ELO-P Programming</td> </tr> </table>		Intersession Sample Schedule for Elementary, Middle and High School (Monday – Friday as well a any non-school day)		7:30AM or 8:00AM	Commencement of EXLP/ELO-P Programming	1:30 or 4:00PM	Conclusion of EXLP/ELO-P Programming
Intersession Sample Schedule for Elementary, Middle and High School (Monday – Friday as well a any non-school day)							
7:30AM or 8:00AM	Commencement of EXLP/ELO-P Programming						
1:30 or 4:00PM	Conclusion of EXLP/ELO-P Programming						

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after-school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after-school component of a program, or both the before and after school components of a program, on one or multiple 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.

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

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

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

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

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

