

Corona Norco Unified School District Expanded Learning Opportunities Program Plan Guide

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

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

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Corona Norco Unified

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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.

Adams Elementary
Anthony Elementary
Barton Elementary
Corona Ranch Elementary
Coronita Elementary
Eastvale Elementary
Eisenhower Elementary
Foothill Elementary
Franklin Elementary
Garretson Elementary
Harada Elementary
Highland Elementary
Jefferson Elementary
Lincoln Fundamental Elementary
McKinley Elementary
Norco Elementary
Orange Elementary
Parkridge Elementary
Parks Elementary
Prado View Elementary
Riverview Elementary
Sierra Vista Elementary
Stallings Elementary
Temescal Valley Elementary

Todd Elementary
VanderMolen Elementary
Vicentia Elementary
Washington Elementary
Wilson Elementary
Auburndale Intermediate
(serving Rondo Elementary
and Reagan Elementary)
Cesar Chavez Academy
Home Gardens Academy

Governing Board Approval Date: August 5, 2025

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.

All programs are located on, or in proximity to, a school site campus, and transportation is provided as needed to ensure student access and participation. The primary goal of the Corona-Norco Unified School District (CNUSD) Expanded Learning Opportunities Program is to maintain the safety and well-being of every student. To achieve this, the program follows procedures aligned with the regular instructional day. Each student has a district registration packet and site emergency card on file, and attendance is tracked daily. Early release sign-out procedures and behavior expectations plans are in place to support accountability and a safe environment. Safety drills are scheduled regularly, and staff receive training to ensure alignment between instructional day and expanded day safety practices. All After School Site Leads maintain an emergency binder that includes a school safety plan, emergency procedures, and student information. Both district and site-level training address the developmental, social-emotional, and physical needs of students. Students with Health Action Plans are clearly identified to after-school staff for proper care and response. During Daylight Savings Time, walkers are released earlier to account for reduced daylight, and bussing is provided for students living outside the designated walking radius.

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.

The Expanded Learning Opportunities Program establishes a consistent system of behavior expectations, discipline procedures, acknowledgements, and awards tailored to each site's needs. Positive Behavioral Interventions and Supports (PBIS) structures are implemented in alignment with, rather than as a replacement for, the regular school day. Staff work closely with district counselors and members of the MTSS team to provide lessons and supports that strengthen systems and meet the needs of students. Groups create social contracts, participate in community circles, and engage in restorative conversations to foster accountability and build positive relationships. Students are provided multiple opportunities to grow socially and emotionally through activities such as art, read-aloud experiences, role-playing, assemblies, and targeted lessons designed to develop Every Child A Super Reader strengths, including belonging, courage, confidence, curiosity, friendship, hope, and

kindness. Health and wellness are also prioritized through physical education, yoga, mindfulness, and related activities. In addition, the program offers enrichment experiences that foster a strong sense of community and belonging while building supportive relationships through classroom discussions, peer collaboration, and diverse extracurricular opportunities.

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.

Many research- and evidence-based practices guide the planning of literacy and enrichment activities in the Expanded Learning Opportunities Program. These practices align with the regular school day and enhance both academic achievement and positive youth development. The program incorporates a wide variety of best practices, including opportunities in academics, art, creative expression, music, STEAM, health and wellness, interactive clubs, and community connections. Activities are designed to foster positive youth development and provide hands-on learning that culminates in projects or events, allowing students to showcase their skills and growth. Students are exposed to diverse literature representative of their backgrounds and interests, introducing themes of resiliency, confidence, self-esteem, future aspirations, and community care. Through STEAM and the arts, students plan, explore, experiment, and refine their work to achieve desired outcomes while developing a growth mindset. Key approaches such as Every Child a Super Reader, certificated teacher enrichment, and use of outside vendors support long-term skill development and creativity. These opportunities extend into summer supplemental programs to provide consistent enrichment, prevent summer learning loss, ensure access to literature, support families in keeping students engaged in supervised activities, maintain connections to the school community, and promote developmental, social-emotional, and physical well-being.

Program Activity Categories

Category	Examples of Activities
Academic	Tutoring/Homework, Reading/Book Clubs, Small Group Instruction, i-Ready Practice, Lit League/Lit Camp, Languages, Science Club, Collaborative Learning
Art	Painting and Drawing, Ceramics, Art Elements, Art Workout / Elementary Art Stars
Community Connections	Community Circles, Service Learning, Community Mentors, High School Mentors, Community

	Experiences
Creative Expression	Dance, Crafts, LEGO Exploration, Puppets, Theater
Health and Wellness	Intramurals, 100 Mile Club, Cooking, Yoga/Mindfulness, Martial Arts, Pure Joy Basketball
Interactive	Chess, Games, Structured/Unstructured Play Opportunities, Clubs Based on Student Interest
Music	Choir, Band, Keyboard, Ukulele/Guitar, Recorder, Cultural Opportunities
STEAM	LEGO Education, Coding, Math Club, Experiments, Outdoor Learning, Creative Brain

3—Skill Building

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

Students in the Expanded Learning Opportunities Program are provided with meaningful opportunities to grow through educational literacy and robust enrichment activities. Enrichment blocks are organized into eight sessions, allowing students time to deepen their skills and understanding. All activities are intentional, well-planned, consistent, and diverse, ensuring that students are engaged in experiences that support their academic and personal growth. A key component of the program is fostering a growth mindset, helping students recognize the value of perseverance, curiosity, patience, and maintaining a positive attitude when faced with challenges. During skill-building activities, staff intentionally reinforce language that promotes resiliency, teamwork, courage, and problem-solving.

Students also study the seven strengths from *Every Child a Super Reader*—belonging, curiosity, courage, confidence, friendship, hope, and kindness—while engaging with literature from Lit League to explore real-life examples of individuals overcoming obstacles and striving toward success. Academic structures and routines are embedded throughout the program, encouraging both group and individualized goal-setting to help students work toward academic and personal milestones. These practices are incorporated into daily, weekly, and monthly routines to provide consistent opportunities for reflection and growth.

Enrichment opportunities are intentionally designed to expose students to new skills while also strengthening existing abilities. While a variety of enrichment activities are offered, emphasis is placed on long-range projects that evolve over time and foster deeper learning. Examples include art projects that span several days to teach new techniques, writing projects that move through the full writing process from drafting to publishing, learning new sports from foundational skills to intramural play, and collaborative building projects where students test, revise, and improve their designs.

Year-round programming is also prioritized to provide continuous learning and prevent skill regression during breaks. This includes after-school extended day programs and supplemental summer opportunities. Skill-building activities align with school practices and incorporate experiences such as learning from experts, engaging in team-based projects, practicing independent reading and writing, preparing presentations or performances, participating in mentorship opportunities, and utilizing resources such as Raz-Plus to support literacy development.

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.

Staff and student feedback guides the planning of our Expanded Learning Program. Site and district TSAs support program planning, scheduling, staff training, and ongoing improvements. Students complete surveys or interest inventories to select activities that spark curiosity and share feedback for future programming. Reflection through writing and discussion allows students to express their experiences and shape upcoming opportunities. Upper grade students participate in leadership roles, mentoring younger peers and contributing to program goals. Survey results help develop curriculum, plan events, organize clubs, and foster curiosity, hope, and belonging. All grade levels engage in discussions to inform annual planning, with weekly clubs offered based on student choice and rotated regularly for variety. Cross-age activities, such as reading buddies, provide additional leadership opportunities for older students.

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.

Students are provided with a healthy snack each day that aligns with CNUSD Child Nutrition wellness plans and meets all California Nutritional Guidelines. Physical activity is an essential component of the program, giving students opportunities to participate both individually and as part of a team. Activities help students learn the rules and procedures for team sports, practice teamwork and sportsmanship, and engage in friendly competition. Students also work on endurance, goal setting, and personal improvement through a variety of developmentally appropriate options. These activities include the 100 Mile Club, skills and drills for different sports, intramural games such as soccer, basketball, and kickball, and structured free play with opportunities for student choice. Additional options, such as Jazzercise, Just Dance, and other active video programs, as well as fitness, cooking, and nutrition clubs, provide variety and engagement. Partnerships with CNUSD nurses support Tobacco Education, and collaboration with Child Nutrition Services allows students to provide feedback on snack menu options.

An example is provided below

Summer Boost Snack Menu

Monday	Tuesday	Wednesday	Thursday	Friday
Strawberry-Banana Smoothie Whole Grain Sun Chips	Whole Grain Goldfish Crackers Seasonal Fruit	Strawberry-Banana Smoothie Whole Grain Sun Chips	Whole Grain Chocolate Muffin Seasonal Fruit	Strawberry-Banana Smoothie Whole Grain Sun Chips

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.

CNUSD Expanded Learning is committed to supporting students who would most benefit from participation in the program. Priority enrollment is offered to students in foster care, students who are unhoused, English Language Learners, and students with disabilities. To meet the diverse needs of these students, additional staff are hired and professionally onboarded to ensure they are equipped to provide appropriate support and accommodations. Program staff collaborate closely with school administration, teachers, support specialists, and special education teams to ensure equitable access to learning experiences and address individual academic, social-emotional, and developmental needs. Recommendations for enrollment are

often made by educators who recognize the added value the program provides. Staff maintain regular communication with school-day personnel through in-person meetings, Zoom, Class Dojo, and Google Forms on a weekly, monthly, and quarterly basis to discuss student progress and needs.

The program fosters a welcoming and inclusive environment that promotes diversity, equity, and access. Classrooms and activity spaces are designed to reflect the diverse experiences and abilities of students, with displays such as heart maps, artwork, photographs, and writing. Room arrangements prioritize equitable engagement, and enrichment activities are adapted to accommodate various learning styles and developmental needs. STEAM lessons, hands-on projects, and physical activities are intentionally planned to ensure all students can participate meaningfully. Students with disabilities receive tailored support to access curriculum, engage in physical activities, and interact with peers in a safe, inclusive setting.

Examples of inclusive programming include Lit League, which introduces students to diverse literature and structured discussions connected to personal experiences; Pure Joy Basketball, which modifies games to meet a variety of physical and developmental abilities; STEAM opportunities that promote problem-solving, communication, and creativity for all learners; Pals Town Reading and Writing program, which encourages students to practice reading, writing, listening and speaking; and Elementary Art Stars, which highlights artists from diverse cultural and personal backgrounds. These combined efforts create a learning environment that values every child's identity, voice, and ability.

7—Quality Staff

Staff Engagement

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

The Expanded Learning Opportunities Program is designed to provide students with meaningful interactions with high-quality staff who bring a wide range of skills and expertise. A variety of team members—including certificated teachers, classified paraprofessionals, high school mentors, and outside vendors—contribute their unique talents to enrich the program. Certificated teachers support academic alignment with the school day, ensuring that enrichment opportunities complement classroom learning. Classified line staff provide consistent daily supervision, build strong relationships with students, and deliver hands-on activities that foster social-emotional growth.

High school mentors play an important role by modeling leadership and encouraging younger students to set goals, build confidence, and explore new interests. Outside vendors further enhance the program by introducing specialized enrichment opportunities such as art, music, fitness, or STEM-based experiences that students may not otherwise encounter. This diverse staffing model creates an engaging

environment where students can connect with adults and peers who are passionate about sharing their talents and inspiring curiosity.

The program intentionally fosters a community of collaboration, where staff members work together to design inclusive and engaging experiences that reflect the strengths and interests of the students they serve. This approach ensures that students not only receive academic and social-emotional support but also have opportunities to discover new passions and develop skills that will serve them beyond the program.

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)]).

All paraprofessional positions for the Expanded Learning Program are recruited through Ed Join by the Corona-Norco Unified School District (CNUSD) district office. Applicants participate in a district screening process to ensure they meet all minimum legal requirements prior to site-level interviews. These requirements include possessing a high school diploma or equivalent, passing the district proficiency exam, clearing fingerprinting through the Department of Justice, providing TB test clearance, and completing pre-employment training videos.

Open positions are also communicated internally via email to provide current staff opportunities for transfer. Interview teams, which may include administrators, teachers, Expanded Learning Leads, line staff, and other classified staff, are assembled to evaluate potential hires. Interview questions are carefully designed to assess each candidate's experience, knowledge, and interests before they are recommended for employment.

Student-to-Staff ratios are upheld by offering long-term substitute jobs through our absence tracking system. We also employ staff through outside agencies and community partners. All school sites have extra staffing to maintain the ratios as each program expands.

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)]).

To start the school year, all staff members participate in professional development that introduces, or reviews CNUSD policies, Expanded Learning Program expectations, and student support strategies. Ongoing professional development is provided throughout the year to strengthen skills in areas such as behavior management, social-emotional learning, academic support, and safety protocols. Staff also receive site-based coaching and mentoring to ensure consistency in program

delivery and to promote professional growth. Programs may be closed to offer up to 3 days of staff development on topics that are relevant to each school site. Subcontracted employees and community-based organizations are included in training. These training opportunities help create a cohesive team focused on providing high-quality enrichment experiences for students.

8—Clear Vision, Mission, and Purpose

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

Mission- Our mission is to provide safe and positive after-school care for Corona-Norco Unified School District students. Expanded Learning is committed to creating an inclusive environment that provides high-quality enrichment opportunities that enhance students' experiences and support their academic, social, and emotional needs. To accomplish this, we will offer a variety of engaging enrichment opportunities based on student interest; promote community involvement with families and community-based organizations; and offer professional learning to further develop our after-school staff.

Vision- Our vision is to ensure that every student has opportunities and access to various experiences to enhance their lives and inspire them to further their education.

Purpose/Goals- The purpose of the Expanded Learning Opportunities Program is for after-school programs to serve all students, while prioritizing our unduplicated students, and creating a safe and supportive after school environment.

Our program goals are to:

Provide students access to diverse and inclusive literature experiences. (QS # 4, 6)

Collaborate with stakeholders to offer active and engaging enrichment rotations. (QS # 2, 9)

Create opportunities to master different academic, social-emotional, and physical skills. (QS # 1-6)

Promote authentic experiences for student growth and leadership. (QS # 2-4)

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Students and families play an active role in shaping the CNUSD Expanded Learning Opportunities Program. The program plan is developed, updated, and implemented based on input gathered from students, parents and guardians, line staff, lead staff, teachers, administrators, and district staff. Families and students provide valuable feedback through surveys, interest inventories, and discussions that identify their needs, interests, and priorities for after-school programming. This collaborative process ensures that program activities are responsive to student voice and aligned with family expectations.

Engagement with students and families continues throughout the year to keep the program relevant and supportive. Input includes surveys and informal feedback gathered during events and daily interactions. Families are encouraged to attend showcase events, celebrations, and performances where students present their work and share their experiences. In addition, program staff maintain open communication through various platforms, including Class Dojo, email, newsletters, and in-person conferences, ensuring families remain informed and connected. This continuous cycle of feedback and involvement allows the Expanded Learning Program to evolve to meet the developmental, social-emotional, and physical needs of all students.

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.

Community-based organizations, including City of Corona Kids Club, JARPD SPARK, and the YMCA, collaborate with the CNUSD Expanded Learning Opportunities Program to enhance the quality of after-school services. These partnerships provide

highly qualified staff who support student supervision, safety, and engagement during program hours. By leveraging the expertise and resources of these organizations, CNUUSD ELO-P is able to expand enrichment opportunities, strengthen community connections, and ensure students benefit from a safe and supportive environment beyond the regular school day.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Our Expanded Learning Programs use a continuous quality improvement (CQI) process to ensure practices are responsive and aligned with CDE Quality Standards. We collect data through scheduled surveys of students, families, staff, and school partners throughout the school year.

Survey results are analyzed during Professional Learning Communities (PLCs), where staff and site leaders review data, reflect on program effectiveness, and identify areas for improvement. Based on these findings, our department collaborates with sites to establish targeted goals that directly address identified needs.

Program activities and management practices are then adjusted to support these goals and enhance student engagement and development. Progress is monitored continuously, with follow-up surveys and PLC sessions guiding ongoing adjustments.

This cycle of data collection, analysis, goal setting, and refinement ensures that our programs remain student-centered, intentional, and continuously improving.

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.

Frequent meetings, site visits, phone conferences, surveys, and regular check-ins are conducted to evaluate the effectiveness of the Expanded Learning Opportunities Program. Feedback gathered during these interactions is an essential component of the program's continuous quality improvement process. These meetings are held in collaboration with outside vendors and community-based organizations to review program goals, address student needs, and make adjustments that enhance overall

quality and impact.

[CNUSD Afterschool Program Agreement](#)

[Sample of Early Release Sign Out](#)

[Interest Assessment](#)

[Sample Digital Registration Form](#)

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?

The proposed budget for the Expanded Learning Opportunities Program strategically allocates resources to ensure equitable access and high-quality enrichment for all students. Major cost categories include personnel, student enrichment activities (STEM clubs, arts programs, academic support), transportation, and nutritional services. The budget also designates funding for professional development and collaborations with community-based organizations to enhance program offerings.

This budget is designed to reflect and address the specific needs of our students and families. Priority is given to supporting low-income students, English learners, and foster youth. Funding is distributed based on enrollment and site-level need indicators to ensure targeted services where they are most impactful. Additionally, cost-sharing is achieved through partnerships with city programs and nonprofit organizations, allowing us to maximize resources and expand opportunities for students across the district.

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

The LEA will ensure proper implementation of all budget requirements through established fiscal oversight and accountability processes. Our team meets regularly with the fiscal analyst in the Business Services Division to review program expenditures, verify allowability of costs, and ensure alignment with program objectives. Collaboration with the Grants and Project Technician provides additional oversight in monitoring budget allocations, tracking spending, and ensuring compliance with federal and state regulations.

All expenditures undergo a multi-level approval process before funds are released, ensuring that purchases are reasonable, necessary, and aligned with the Expanded Learning Opportunities Program plan. In addition, the program is subject to both internal and external audits to validate fiscal practices and compliance. These combined efforts safeguard the proper management of funds and promote the effective delivery of services to students and families.

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? x ☐ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes x ☐ 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.

All ASES and ELO-P sites are coordinated by the CNUSD Expanded Learning Opportunities Department. A dedicated team of administrators, Teachers on Special Assignment (TSAs), a counselor, and vital office support staff collaborate closely with After School Program Leads to ensure students at all sites have access to similar opportunities and experiences. Enrichment programs are planned and coordinated at the district level to promote equity and consistency across schools.

To further enhance program quality, a new district pick-up policy has been implemented to minimize disruptions during enrichment blocks. This structure allows students to fully engage in activities without frequent interruptions, supporting deeper learning and participation. Early Release Sign-Out sheets will continue to be used at all sites for safety and accountability. Enrichment blocks are scheduled to end at 3:45 p.m., 4:45 p.m., and 5:45 p.m., each followed by a ten-minute pick-up window. Programs operate daily until 6:00 p.m., providing families with a consistent schedule and students with multiple opportunities for enrichment and growth.

Funding is being utilized to construct a new Expanded Learning Opportunities Program Center, providing a dedicated space for supplemental programming and staff development. This center will serve as a hub for training, collaboration, and the delivery of high-quality enrichment opportunities for students. In addition, funding supports the hiring of specialized staff to meet the diverse needs of English Language Learners and students with special needs. These staff members are available to assist at all program sites as needed, ensuring equitable access and appropriate support for every student.

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?

CNUSD Expanded Learning has partnered with the classified union (CSEA) and Human Resources to increase the hours of Classified Leads and add additional staff members at every school site. These staffing enhancements ensure programs are adequately supported and allow for improved supervision and enrichment opportunities. Staff training includes sessions on early childhood development to better meet the needs of our youngest learners. Additionally, the program works with subcontractors to secure supplemental staffing as needed to maintain a 10:1 student-to-staff ratio, ensuring safe and effective supervision at all sites.

To support literacy development, the district has purchased the kindergarten component of Lit League, aligning it with the curriculum already provided for students in grades 1–6. This curriculum is developmentally appropriate for all age levels and incorporates a strong social-emotional approach to language arts instruction. Additionally, our Teachers on Special Assignment offer both student-driven activities and structured lessons, promoting creativity, problem-solving, and hands-on learning.

Expanded Learning programs are also exploring additional enrichment classes specifically designed for TK students. After-school daycare will be offered to TK students as space allows, and partnerships with outside organizations, along with extra hour personnel requisitions, will be used to expand opportunities for this age group. As the district offers full-day kindergarten at all sites, kindergarten students will now follow the same after-school daycare schedule as students in grades 1–6, ensuring consistent support and programming.

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?

CNUSD Expanded Learning Opportunities Program (ELO-P) communicates with families using culturally and linguistically appropriate methods to ensure equitable access for all students. Information about the program is made available through the district's online registration system, with follow-up communication provided in English, Spanish, and Mandarin—the primary languages represented within the district. Families expressing interest in the program receive interest assessments via email, with additional follow-up conducted through phone calls, in-person meetings, and text messaging. Google Translate is also utilized to ensure timely communication with families who may require additional language support or have missed important deadlines.

The enrollment process begins with the analysis of completed interest assessments. Based on program capacity and priority criteria, such as serving unduplicated students (English Learners, foster youth, and students experiencing homelessness), registration forms are sent to families. All families are invited to meet personally with the After School Program Leads to review and sign the program agreement. Wet-signed agreements are stored centrally at the ELO-P Center for record-keeping and compliance, while copies are shared with parents and maintained at individual school sites for easy reference.

To further ensure equitable access, transportation is provided for students who live outside the designated walking radius. These supports allow CNUSD to maintain inclusive practices, ensuring that students and families from diverse backgrounds are fully informed and able to participate in Expanded Learning programming.

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.

At this time, CNUSD ELO-P is not providing field trips. We will update our program plan when field trips become a part of our programs.

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.

No fees will be collected.

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.**



Expanded Learning Opportunities Program (ELO-P) Sample Schedule

(Note: Schedule times and rotations may vary slightly from site to site based on school dismissal time, staffing, and enrichment availability.)

Time	Activity Block	Description
7:30-8: AM	Arrival & Breakfast	Supervised arrival and optional breakfast provided through district nutrition services.
8:00-2:30 PM	Core Instructional Day	Regular school-day instruction provided by credentialed teachers, including academic subjects and recess/lunch breaks.
School Dismissal – 2:30/2:45 PM	Check-In & Supper/Snack	Students check in with their assigned group, eat snack, and take bathroom breaks. Staff reinforce expectations and ensure smooth transitions.
2:45 – 3:00 PM	Transition/Prep Time	Time for clean-up, restroom breaks, and walking to enrichment classrooms.
3:00 – 3:45 PM	Block 1: Enrichment or Homework Support	Certificated enrichment, P.E., or vendor-led programs. Homework support for groups not in enrichment.
3:45 – 4:00 PM	Recess / Family Pick-Up Window	Organized recess or structured play. Staff supervise designated areas.

4:00 – 4:45 PM	Block 2: Academic or Enrichment Block	Reading, writing, STEAM, SEL, or additional enrichment. Active engagement and support from all staff.
4:45 – 5:00 PM	Recess / Family Pick-Up Window	Opportunity for physical activity
5:00 – 5:45 PM	Block 3: Student Choice or Final Activity	Activities may include creative arts, games, SEL projects, or continued homework help.
5:45 – 6:00 PM	Clean-Up & Dismissal	Students line up by group for pick-up. Staff enforce safe and calm dismissal routines.

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.