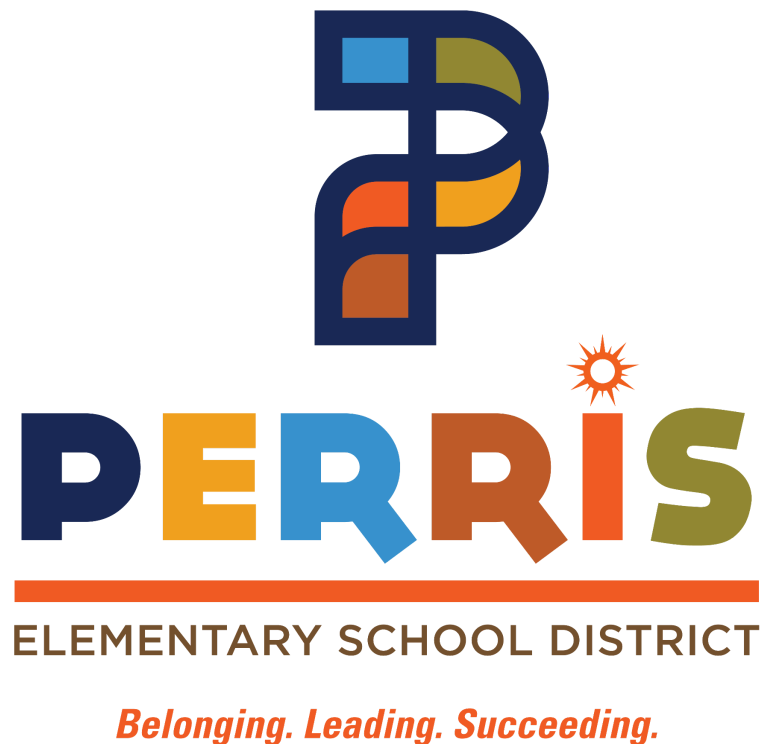# Expanded Learning Opportunities Program Plan

Prepared by:
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916-319-0923

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

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Perris Elementary School District
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Contact Email: claudia.velez@perrisesd.org
Contact Title: Assistant Superintendent, Educational Services
Contact Phone: (951) 657-3118

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

1. Clearwater Elementary School

2. Enchanted Hills Elementary School

3. Good Hope Elementary School

4. Palms Elementary School

5. Perris Elementary School

6. Railway Elementary School

7. Sky View Elementary School

8. Young Explorers Academy

Governing Board Approval Date: January 23, 2025
Review/Revision Date: January 16, 2025
Review/Revision Date: December 11, 2024

Purpose

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

Definitions

"Expanded learning":

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

"Expanded Learning Opportunities":

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

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

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

Approving and Posting Program Plans

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

Revisions/Changes

Reviewing and Revising Program Plans

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

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

1—Safe and Supportive Environment

Physical Safety

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

The Perris Elementary School District (PESD) partners with Coast 2 Coast Coaching Inc. (Elevo Learning) to implement high-quality, student-centered after-school programs that comply with all state and/or federal grant funding requirements. Coast 2 Coast Coaching Inc. (Elevo Learning) supports PESD in our mission to ensure that every student has a sense of: Belonging, Leading and Succeeding district-wide. The after-school program will support the following PESD initiatives: Multi-Level Systems of Support (MTSS), SEL, promote student agency, AVID School-Wide, project-based learning and cultural relevance.

To create a single comprehensive Expanded Learning program, Perris Elementary School District (PESD) will expand our partnership with Coast 2 Coast Coaching Inc. (Elevo Learning) to encompass current site-based tutoring, district-based tutoring, and site-based enrichment opportunities under the umbrella of our afterschool program operated by Coast 2 Coast Coaching Inc. (Elevo Learning). In partnership with Coast 2 Coast Coaching Inc. (Elevo Learning), PESD plans to exceed ASES attendance to exhaust waitlists at certain sites and accommodate Transitional Kindergarten and Kindergarten students at school sites. After-school programs operate from the end of the school day until 6:00 pm daily, on the campus of each funded school site.

Each student's physical and emotional safety is the number one priority of all program operations. PESD, in partnership with Coast 2 Coast Coaching Inc. (Elevo Learning), continuously monitors site compliance to comprehensive program policies and procedures designed to ensure safe and supportive environments for all staff and students. Fundamental elements of PESD's after-school program safety protocols include 1:20 staff-to-student ratios (1:10 staff-to-student ratios Transitional Kindergarten/Kindergarten); comprehensive & ongoing staff safety trainings; daily attendance tracking; mandatory line-of-sight policies;

periodic program-wide safety drills; clear reporting guidelines & procedures; and regular stakeholder meetings to ensure that district & school site personnel, all after school staff, parents, as well as students, share a common understanding pertaining to safety expectations. Likewise, the Coast 2 Coast Coaching Inc. (Elevo Learning) Program utilizes a Social-Emotional Learning (SEL) approach, that supports PESD's SEL initiatives and programs, to support a safe and supportive environment at each site, is yet another key feature to ensure program safety. BE SAFE, BE RESPONSIBLE, BE RESPECTFUL, HAVE FUN!

Off-Campus Special Events/Field Trips:
Specific policies and procedures are in place to ensure the safety of staff and students participating in off-campus special events and field trips. In addition to the fundamental program safety elements identified above, Field Trip Approval Forms outlining pertinent event details (e.g., date, time, logistics, site maps, experiential learning outcomes, etc.) must be approved by the school site principal. Parent permission slips are signed and collected for each participating student, which includes a request for student agreement and adherence to the Coast 2 Coast Coaching Inc. (Elevo Learning) Team Agreements modified for field trips/excursions.

The Site Manager and/or event coordinator is required to conduct a preliminary walkthrough of the field trip location, looking for:

- Bus parking
- Student drop off and pick up
- Any potential safety hazards
- Drinking water access
- Attain copies of the site map

During the off-campus special event/field trip, students are required to wear wrist bands with an emergency contact number, in case a student gets lost or separated from the group. Staff-to-student ratios are reduced to 10:1 for all excursions. All staff are required to maintain communication via walkie-talkies and/or designated cell phones. Staff is required to consistently conduct student headcounts throughout the field trip every 15-20 minutes. Students must be in line of sight.

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.

PESD's Expanded Learning Program prioritizes creating an emotionally safe and supportive environment for all students. In alignment with our district initiatives, Multi-Tiered Systems of Support (MTSS), Social-Emotional Learning (SEL) and student agency, we understand that students thrive academically and socially when they feel safe, valued, and supported. Through partnerships with trusted organizations like Elevo Learning, support of our SEL strategies and intentional programming to nurture positive student behaviors, build resilience, and foster an inclusive community.

Emotionally Safe Practices:
Intentional Relationship-Building: Staff engage in daily check-ins and create opportunities for meaningful connections with students to ensure every child feels seen and heard.

Trauma-Informed Approaches: All team members are trained, including PESD facilitated training, to recognize and respond to signs of emotional distress, providing appropriate support or referrals to ensure students receive the care they need.

Supportive SEL Integration:
Skill-Building Opportunities: The program emphasizes the development of critical SEL skills such as emotional regulation, problem-solving, empathy, and conflict resolution. Activities are tailored to meet students at their individual developmental levels, creating a sense of accomplishment and belonging.

Culturally Responsive Practices: We celebrate diverse student backgrounds by incorporating activities and lessons that honor cultural heritage and encourage open dialogue about differences. PESD's Mariachi Program is just one program that celebrates the cultural backgrounds of our students.

Incorporating Elevo Learning's Approach:
Through partnership with PESD and Coast 2 Coast Coaching Inc. (Elevo Learning), we leverage their innovative SEL programs to provide a holistic and engaging experience. Elevo's model incorporates play-based learning, movement, and mindfulness, enabling students to develop skills such as perseverance, collaboration, and self-awareness. Elevo's model supports PESD's Social-Emotional self-regulation strategies for students and Zen Dens (Calming spaces within every PESD classroom) implementation. Highlights of Elevo's contributions include:

SEL through Active Play: Elevo's curriculum combines physical activity with reflective discussions to help students process emotions and connect with peers.

Mindfulness Practices: Elevo introduces age-appropriate breathing exercises and relaxation techniques to reduce stress and build emotional resilience.

Positive Climate & Culture Building: Programs foster a sense of community and inclusivity, ensuring students feel valued as part of the group.

Program Benefits:
PESD's emotionally safe and supportive environment ensures students are equipped to manage their emotions, build strong relationships, and make responsible decisions. By embedding SEL into daily programming, we empower students to grow academically, socially, and emotionally by providing the foundation for lifelong success.

Evaluation & Continuous Improvement:
In accordance with CDE and California Education Code sections 8484 and 8427.
Data-driven continuous quality improvement (CQI) process based on the Quality Standards. An effective CQI process is ongoing and involves a continuous cycle of assessment, planning, and improvement.

We assess the effectiveness of our emotionally supportive practices by:

Perris Elementary School District (PESD) in partnership with Coast 2 Coast Coaching Inc. (Elevo Learning) to continuously align program offerings with research-based SEL practices.

Administering SEL surveys to measure student well-being and emotional growth.

Gathering feedback from families, staff, and students to refine our approaches.

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.

PROVIDE EXAMPLES OF BEST PRACTICES, INCLUDING RESEARCH OR EVIDENCE-BASED PRACTICES THAT WERE USED TO GUIDE THE PLANNING OF EDUCATIONAL LITERACY AND EDUCATIONAL ENRICHMENT ACTIVITIES THAT WILL ALIGN WITH THE REGULAR SCHOOL DAY TO ENHANCE ACADEMIC PERFORMANCE ACHIEVEMENT AND POSITIVE YOUTH DEVELOPMENT.

DESCRIBE THE PLANNED PROGRAM ACTIVITIES AND HOW THEY WILL:
- **PROVIDE POSITIVE YOUTH DEVELOPMENT.**
- **PROVIDE HANDS-ON, PROJECT-BASED LEARNING THAT WILL RESULT IN CULMINATING PRODUCTS OR EVENTS.**
- **IF APPLICABLE, EXPLAIN HOW THE PLANNED PROGRAM ACTIVITIES ARE BASED ON THE SCHOOL AND COMMUNITY NEEDS FOR A SUMMER SUPPLEMENTAL PROGRAM.**

PESD collaborates with Elevo Learning in the operation of its single comprehensive Expanded Learning After-School program which includes current site-based tutoring, district-based tutoring, site-based enrichment opportunities, and the ASES program. Site-based and district-based tutoring provides students the opportunity to work with a credentialed teacher in the individualized area of need of students. Materials used are California Adopted Language Art and Math instructional materials and/or teacher vetted computer-based software programs. Additionally, site based teacher-developed enrichment programs that engage students in such topics as STEAM, Physical Activity, and/or Intramural Sports are also available.

The Elevo Learning program delivers an active and engaging program designed to support academic and social milestones from cradle to college. Elevo Learning intentionally supports student achievement by implementing researched-based skill building activities that have been shown to positively impact student achievement. Elevo Learning Logic Model asserts that educational literacy and enrichment activities produce outcomes in social emotional competency, habits of mind, and career and college readiness. Research shows that "increased social emotional learning" (SEL) competencies are linked to greater academic achievement (e.g., improve grades, test scores, graduation rates, and success in college/career). By targeting specific SEL competencies through meaningful SEL interventions, students can expand their SEL capabilities; these capabilities subsequently improve their educational outcomes. Focusing on specific SEL skill development can produce higher academic achievement, especially for higher need students." (Borman, et al, Impacting 9th grade Educational Outcomes: Results from a Three-Year Randomized Controlled Trial "[BARR Report]". 2018)

School Day Alignment
The Expanded Learning Opportunities Program focuses on reinforcing learning in academic content areas, by intentionally aligning with instructional strategies from the school day; as well as aligning with the overall school culture. This allows for a continuity of learning and development in the expanded learning/after school program environment. Elevo Learning also implements a host of enrichment activities to provide opportunities for students to explore their interests and discover new capacities.
Program Design

The Elevo Learning program design for PESD school sites is built around 3 Spotlights that support positive youth development, Agency, Academic Achievement, and Adventure. Threaded through the program are also program Focuses on Equity, Connection, and Well Being, important assets for students to engage positively with their community and their learning and in alignment with PESD programs. The program is informed by CA Quality Standards, Learning in Afterschool & Summer Principles, and Youth Development Principles.

The program intends to provide students with a well-rounded learning experience by incorporating a variety of options and opportunities through the program schedule. Activities and program content are categorized as Learning Supports, Clubs, Camps & Connections, Social Awareness & Engagement, Parent/Family Engagement, Life Skills, Youth Voice & Leadership. Planned program activities involve intentional academic alignments that promote academic persistence and seek to expand the horizons of young people. PESD students are given the opportunity to uncover and develop their interests and talents via scaffolded risk-taking, meaningful challenges experiences, and the exhibition and demonstration of learning across subject areas that include but are not limited to: Healthy Living, English Language Arts, Mindfulness, Social Emotional Learning, Science, Technology, Engineering, Mathematics, Visual and Performing Arts, and Youth Development.

Learning Supports embedded in the Expanded Learning Program design are intentionally aligned to the PESD instructional school day. The aim of this alignment is to provide critical support to student participants toward grade-level proficiency. These strategies and interventions include supporting understanding of academic content and providing opportunities to complete assignments.

Developing a growth mindset and a positive academic disposition cultivates in students that college and career aspirations are achievable goals. The most prominent illustration of effectiveness is improved organization in students' work and materials. "Student behaviors involving organization, collaboration, note-taking, goal setting, and engagement in learning are frequently observed indicators of success." (New Evidence of AVID Elementary's Effectiveness, 2020)

In addition to daily practice during Learning Supports, students also engage in Units of Study that differ in scope, considering the academic, social, and developmental differences across grade spans. For example, in English Language Arts Units, Kindergarten, 1st, and 2nd graders focus on phonics (based on McCracken Phonics) and phonemic awareness lessons to build literacy and fluency by developing a strong foundation to support reading by third grade. Phonemic awareness focuses on a letter sound or blend along with a poem, song, or craft activity. These fun and engaging activities help young children become excited about reading.

Third through sixth graders participate in monthly "Close Reading" units of study to practice finding evidence to answer text-dependent questions and identifying main idea & details in a single text or across multiple texts, spanning various content areas. These reinforcements of close reading skills support the Common Core ELA standards, and also help to prepare students to perform on the CAASPP standardized assessment.

Mathematics
Students also benefit from Math Units of Study. The Common Core State Standards for

Mathematics calls for students to "Make sense of problems and persevere in solving them" (Common Core State Standards Initiative, 2019, p. 1). To support an increase in overall math achievement, PESD students are introduced to and practice problem solving, making sense of the problem, and explaining their thinking to the group.

Examples of Educational Enrichment Best Practices: Clubs, Camps, and Connections
Science, Technology, Engineering, and Math (STEM)
The Expanded Learning Program provides a variety of experiences and programming to actively engage students in STEM. The Next Generation Science Standards (NGSS Lead States, 2013) focus on the principles of investigation and experimentation, including developing meaningful questions and conducting safe investigations. After school program activities in this component area align to the NGSS standards and provide a variety of hands-on collaborative opportunities that encourage discussion. Each activity provides an opportunity for students to participate in real world scientific inquiries, challenging students to engage in critical thinking and collaboration. Some examples of these are the Multi-Lingual Club, TIP Tutoring that provide intervention in ELA and Math.

Youth Development
The Elevo Learning approach to youth development is an intention towards Social and Emotional Learning (SEL) and the activity Social Awareness. This aligns with the program's focus on Equity, Connection & Well Being. The program is committed to creating meaningful opportunities for young people participating in programs to develop research based SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. To this end, Elevo Learning partners with Sanford Harmony, MindUp for Life (elementary sites), Every Monday Matters and Stressed Teens (middle school sites) to support social-emotional learning awareness, growth, and student engagement.

Sanford Harmony is an active learning program where children engage in activities and conversations with each other, facilitated by a trained Program Coach. The program "promotes peer relations among students through lessons and activities that encourage communication, collaboration, and mutual respect, helping boys and girls learn how to build healthy relationships beginning at childhood" (Sanford Harmony, 2019, p.1).

Every Monday Matters, a program designed around students engaging in conversation and reflection around three perspectives of "I matter," "You matter," and "We matter". It aims to help students learn to build and maintain healthy relationships over time, while incorporating the 4 C's of 21st century learning: critical thinking, communication, collaboration, and creativity (EMM, n.d.).

Arts & Enrichment
Program design for arts and enrichment centers on creating student experiences in the visual and performing arts. Guided lessons align to the Visual and Performing Arts Content Standards for California Public Schools. Each lesson introduces students to key concepts, vocabulary, real-world examples, and art as a career pathway through facilitated discussions about professional artists and their work. Art units focus on different artistic concepts and techniques, serving to introduce students to a variety of mediums and modalities.

3—Skill Building Detail how the program will provide opportunities for students to experience skill building.

DESCRIBE HOW THE PROGRAM EDUCATIONAL LITERACY AND EDUCATIONAL ENRICHMENT ACTIVITIES ARE EXPECTED TO CONTRIBUTE TO THE IMPROVEMENT OF STUDENT ACADEMIC ACHIEVEMENT AS WELL AS OVERALL STUDENT SUCCESS.

EXPLAIN HOW THE PLANNED PROGRAM ACTIVITIES ARE BASED ON THE SCHOOL AND COMMUNITY NEEDS FOR BEFORE, AFTER SCHOOL AND/OR SUPPLEMENTAL PROGRAM

Under the Expanded Learning Program umbrella, site-based tutoring, and site-based enrichment opportunities are planned and developed by teachers to meet the needs of individual students. District-based tutoring opportunities are made available for students in need of intervention and support.

PESD partners with Elevo Learning to support District goals and individual school site goals where appropriate. The district has made funds available in the past and now through ELO-P funding to support educational enrichment activities. The LEGO Robotics program that motivates students to collaborate, build, problem-solve, and explore, all while deepening their STEAM learning. Also, the program offers an Intramural sports program that allows students to develop skills in Soccer and Basketball. Likewise, Site Leaders are encouraged to strategically select thematic Units of Study from program curriculum that best align with instructional pacing calendars and/or relevant instructional content in

collaboration with teachers and principals. This particular intention toward comprehensive alignment with school day instruction exemplifies Elevo Learning's organizational commitment to supporting academic achievement and overall student success.

By creating and maintaining productive relationships with school site administrators, teachers & staff, the program is well positioned to support the needs of students and the school community as a whole.

Homework Support Component
In addition to the literacy and mathematics components described above (see Section 2-Active and Engaged Learning), Elevo Learning provides dedicated time and a clear structure for guided homework support as a core component of the daily program schedule. The homework component focuses on supporting individual student understanding of assigned content, while reducing the likelihood that students practice targeted skills incorrectly. The overall goal is to support student skill building as well as greater confidence and success in the classroom with his/her teacher.

While Elevo Learning is not a homework completion program, staff recognize the importance of creating ample opportunity for completion with guided support during program hours and strive to make that accommodation whenever possible.

The typical program schedule includes 60-minutes of guided homework. Homework support is facilitated through a matrix of independent practice, and student/peer & Program Leader supports.

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 a

Student input and feedback on all aspects of the Expanded Learning Program design and delivery is a critical component of Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relation to their unique interests. With the regular collection of student stakeholder feedback, site & regional level staff adapt program planning inclusive of identified clubs, selected curriculum, activities, and projects as well as the development of associated staff training to meet expressed needs and interests.

Student Feedback Collection Strategies

Engagement Survey

Youth Development and Arts & Enrichment activities are measured through an annual engagement survey that assess participant behavioral mindset, skill-building, social emotional learning, and overall interest

Program Huddles

Students and staff regularly discuss programmatic offerings and choices, twice per engagement cycle. Student feedback is provided with frontline staff experience to choose future units of study to ensure agency is occurring before, during, and after an 8-10 week period.

Student Stakeholder Feedback

Routine feedback is collected from student stakeholders to ensure that all parties are engaged and satisfied. Assessments

A formative assessment is completed twice per year in which we implement the Quality Assessment Tool (QSAT) alongside the Core Program Assessment (CPA) tool to evaluate the effectiveness as well as the engagement of students to the content delivered. The feedback from this assessment informs training opportunities, curricula as well as projects and program plans that will meet the needs and interests of the students.

Data Reflection

Program staff also participate in regular data reflection sessions to assess needs of students in order to adjust program planning.

Integration w/ Instructional Day

Alignment with the school day is one of the most important and effective best practices that all Site Managers must implement. The alignment with the school day ensures that the expanded learning/after school program is integrating and reinforcing the academic skills and strategies to support student achievement. The stronger the alignment is, the more effective the expanded learning program is in supporting impact on student achievement which ultimately leads to college and career readiness.

DESCRIBE THE OPPORTUNITIES PROVIDED TO STUDENTS WHERE THEY CAN SHARE THEIR VIEWPOINTS, CONCERNS, OR INTERESTS (I.E., STUDENT ADVISORY GROUP) THAT WILL IMPACT PROGRAM PRACTICES, CURRICULA, OR POLICIES, INCLUDING OPPORTUNITIES FOR STUDENT LEADERSHIP.

It is the intent of the PESD after school program operated by Elevo Learning that participating students feel they play a meaningful role in program design and implementation through access to leadership roles and responsibilities. To this end, students receive training/coaching to develop leadership skills, as they execute leadership roles within the program and gain meaningful learning experiences that can be applied to other areas. Examples of existing opportunities for youth voice and leadership embedded in the expanded learning/after school program include:

• Youth led activities (e.g. agreements, announcements)

• Youth leadership team (meets to plan program activities and events)

• Intentionally build relationships with and among youth and staff through activities, conversations, and positive interactions

• Activities during opening promote relationship building skills (youth vs. youth, youth vs. staff, staff vs. staff, group vs. group) Staff can participate by motivating and encouraging students, staff may not participate in physical activities.

DESCRIBE HOW STUDENTS IN LOWER GRADES WILL BE ABLE TO MAKE CHOICES WHEN PARTICIPATING IN PROGRAM ACTIVITIES, AND HOW STUDENTS IN HIGHER GRADES WILL ACTIVELY EXERCISE THEIR LEADERSHIP SKILLS BY ADDRESSING REAL-WORLD PROBLEMS THAT THEY IDENTIFY IN THEIR COMMUNITIES (E.G., SERVICE LEARNING).

Club offerings reflect the interests of the students and/or the skills and talents of the staff. Students are regularly surveyed for input about the content of these clubs. These clubs end in a culminating event such as a showcase, gallery, or other sharing of the students' work and learning. During these clubs, disguised learning reinforces the core academics as appropriate and student leadership is promoted.

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.

PESD works closely with school administrators and Elevo Learning leaders to ensure that district and school wellness plans are shared and that strategies are developed to align after school program activities to wellness plan initiatives as appropriate. In general, the after-school program operated by Elevo Learning works to support PESD's commitment to helping students' learn how to make healthy choices in the areas of moderate to vigorous physical activity, nutrition, responding to conflict, and social-emotional learning.

Healthy Practices & Program Activities

Physical Activity

Site-based enrichment opportunities can be provided by teachers, examples of physical activities are sports, games, cheer, and/or dance.

A minimum of 30 minutes of daily physical activity is a requirement for Elevo Learning programs. Physical activity and nutrition education program designed for elementary school aged children (grades K – 8) in an after-school/summer setting. Elevo provides students with many opportunities to participate and practice skills while providing students with a variety of enjoyable physical activities. Activities are aligned to the California physical education content standards, as activities include:
- Development of motor skills
- Development of knowledge of movement concepts, principles and strategies
- Activities to develop and maintain a level of physical fitness to improve health and performance
- Development of knowledge of physical fitness concepts, principles and strategies
- Development of knowledge and use of the psychological and sociological concepts, principles and strategies that apply to the learning and performance of physical activity.

Intramural Sports

Elevo Learning provides opportunities for students to participate in intramural sports programs. We partner with several grant funders to provide equipment, training for Program Leaders, and transportation for students to have games at various sites. This program encourages sportsmanship and academic achievement, as well as physical development. Through additional funding, sites are able to engage student participants in active practice, intramural league play and tournament games in four sports: flag football, volleyball, basketball and soccer. The program also allows for additional training and professional development opportunities for Site Coordinators and identified staff who serve as coaches.
PESD and Elevo Learning partnerships support implementation of sports; the sports units are delivered by highly trained, mission-driven Coaches who create supportive environments where students feel safe, valued, and empowered to be their authentic selves. Coaches receive ongoing professional development to ensure the delivery of high-quality programming aligned with the needs of our students and school community. The partnership model emphasizes collaboration between schools and families to strengthen the home-school connection. Families are encouraged to actively participate in their child's growth by attending sports tournaments, enrichment showcases, and EQ-focused events. These opportunities foster a sense of community, shared responsibility, and support for student success.

Health and Nutrition Education

Site-based enrichment opportunities can be provided by teachers. Some school sites have created "farming clubs" or events, where students plant and harvest vegetables.

Social-Emotional Learning
Elevo Learning is aware of the importance of helping young people learn how to cope with and resolve conflict. The program is committed to creating meaningful opportunities for young people participating in program to develop research based SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. The program implements the Sanford Harmony SEL program and Every Monday Matters at middle school sites. (see section 2 – Active & Engaged Learning/Youth Development).

DESCRIBE HOW THE PROGRAM WILL INCORPORATE HEALTHY NUTRITIONAL PRACTICES, AND THE TYPES OF DAILY DEVELOPMENTALLY APPROPRIATE AND/OR RESEARCH-BASED PHYSICAL ACTIVITIES THE PROGRAM WILL CONDUCT. INCLUDE ANY COLLABORATIVE PARTNERSHIPS WITH WELLNESS ORGANIZATIONS.

Healthy Nutritional Practices

Perris Elementary School District Nutrition Services Division works closely with our Elevo Learning partners to provide healthy and nutritious snacks to students each day. Through this collaboration, District personnel coordinate menus for nutritious after school snack distribution to student participants each day. The snack component of the program lasts approximately 15-20 minutes.

GIVE THREE TO FIVE EXAMPLES OF NUTRITIOUS SNACKS OR MEALS THAT FOLLOW THE CALIFORNIA NUTRITIONAL GUIDELINES THAT ARE SERVED IN YOUR AFTER-SCHOOL PROGRAM.
Listed are a few examples of the PESD After School programs nutritious snacks that follow the California Nutritional program:

- Cheez-its with milk
- Yogurts and granola with milk
- Brownies with milk
- String cheese with milk
- Golden Grahams cookies with milk

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.

Perris Elementary School District and Elevo Learning value and appreciate diversity in all forms. Both entities are committed to creating safe, inclusive, and welcoming environments for all students, staff, volunteers, and community stakeholders. PESD and Elevo Learning do not and shall not discriminate on the basis of race, color, region (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring & firing of staff, selection of volunteers & vendors, and provision of program services.

As our after-school program partners, Elevo's core organizational values include a value for treating others with dignity & respect and embracing diversity. The program's enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their culture. unique backgrounds, voice & expression through discussion, presentation, and inclusion in the creation of projects. In addition, some schools also provide specific activities that align with the school day in the recognition/celebration of cultural heritage months, holidays, cultural arts projects, and exploration.

DESCRIBE HOW THE PROGRAM WILL REACH OUT AND PROVIDE SUPPORT TO STUDENTS WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS, AND OTHER STUDENTS WHO HAVE POTENTIAL BARRIERS TO PARTICIPATE IN THE PROGRAM.

The Expanded Learning Program is available to every student enrolled in the school. PESD serves a student population characterized by high poverty and limited academic support at home. Multiple negative factors affect academic growth within PESD, including high numbers of English Language Learners (ELL), low household incomes, and a high percentage of parents who have not graduated from high school. PESD thoroughly assesses the needs of schools and their surrounding communities through ongoing analysis of various data points, including descriptive data as well as anecdotal data from district, school site administration and parents. Data gleaned from these sources is used to continuously improve the district's expanded learning/after school programs.

Enrollment Strategies
The Expanded Learning Program is available to every student enrolled in the school. There is no charge for participation. Both PESD and Elevo Learning believe that including students with a diversity of needs, gifts and experiences adds depth and richness to the program for all students and staff. We work collaboratively to assure program accessibility to students, subject to the limitations imposed by grant capacity. In adherence to Ed Code, homeless students and students who are in foster care receive first priority for enrolling in all expanded learning programs. Below are a few examples of student recruitment strategies used to encourage participation in the expanded learning/after school program:

1. Enrollment booths are set up during student drop off, student pick up and during lunch time assemblies.
2. PESD site administrators and classroom teachers make class presentation opportunities to the program.
3. The program incorporates a "Bring a Buddy" strategy where students recruit their friends and peers to join the expanded learning/after school program.
4. Messages for the expanded learning/after school program are included in the "all call" messaging

system that goes out to all the students enrolled in each
school.
5. An enrollment application is included in the school's registration packet, and enrollment opportunities are promoted on the District and school websites.

Moreover, PESD and Elevo Learning actively collaborate on a case-by-case basis to ensure adequate access to the after-school program for students with special needs and for those that require specific physical accommodations as appropriate, in compliance with relevant Ed Code.

Engagement Strategies
In addition to enrollment strategies the District and the program also collaborate on aligned engagement strategies. Namely, program curriculum implementation includes aligned strategies for supporting English language developed (e.g., utilizing visuals, activating prior knowledge, strategic student grouping, etc.); likewise, additional supports and accommodations to create the least restrictive environment for students with special needs as well as sharing strategies between the school day and the expanded learning/after school program are achieved through ongoing consultation and partnership with the District.

7—Quality Staff Engagement

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

District staff providing site-based tutoring, district-based tutoring, and site-based enrichment opportunities are credentialed teachers and/or are employed as Instructional Aides. As the entity charged with hiring and training staff, Elevo Learning works with each school administration and the broader community to identify and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally reflective of the student population, ethnically, geographically and linguistically. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required languages. Staffing includes a full-time Site Leader position that manages the program and coordinates the curriculum; and an entry-level Program Leader position staffed at a 1:20 (10:1 for TK/K Program Staff) staff-to-student ratio for the total number of students enrolled in the program.

A Site Manager ensures that high quality expanded learning/after school program activities are provided for each student participant. Site Leaders are college graduates or have at least 1 year of previous experience as a program leader and are required to go through a series of training offered by Elevo Learning. Using standard Elevo Learning program materials, Site Managers coordinate/support program implementation; work with teachers, principals and other instructional-day staff to align program activities; supervise, train & coach all program staff; engage & involve parents; and gather data to assess student safety, interests, participation and improved academic performance.

Site Managers facilitate all program activities with student participants providing homework assistance as well as academic, enrichment and physical activities, using curriculum and materials provided by the program. Program Leader candidates may be initially hired into the substitute pool before being permanently placed. Site Leader candidates must have at least a bachelor's degree or one-year of exemplary performance in a program before final selections are made by school principals.

Meeting District Minimum Requirements for Instructional Aides

Site Managers are part-time assignments that must meet the district's minimum requirements for a Paraprofessional/Instructional Aide (or equivalent) position under the Every Student Succeeds Act (ESSA) guidelines. Site Managers work directly with students under the direction of the Site Leader and go through a series of training provided by the Elevo program.

DESCRIBE THE PLANNED RECRUITMENT AND HIRING PROCESS FOR STAFF AND HOW THEIR EXPERIENCE, KNOWLEDGE, AND INTERESTS WILL BE CONSIDERED.

Staff Recruitment

Elevo Learning leverages community and regional networks to generate a sizable pool of potential candidates for all positions available in the operation of the expanded learning/after school program. The organization employs a regional talent acquisition team as well as other HR professionals that implement a wide array of strategies to identify, recruit and retain a workforce of passionate, qualified, and well-trained after school practitioners. Recruitment efforts include, but are not limited to:
• Referrals by current employees
• Relationships with local colleges & universities
• Social media job postings (e.g., Facebook, Instagram, LinkedIn, Ed Join, etc.
• Site level/community recruitment & job fairs
• Promotion of career opportunity via Elevo Learning & District websites

Employment Screening, Selection & Site Placement

All interested candidates are required to submit a resume and complete an online job application. Candidates then undergo a phone screening to ensure they meet minimum employment eligibility, followed by an in-person job interview. Candidates are assessed based on their experience, interests, and the specific skills & talents they bring to the expanded learning environment. Those seeking Site Managers positions are ultimately selected by the school site Principal after the applicant pools have been screened and reduced to the top 2 or 3 candidates. Job offers are made to successful candidates contingent upon U.S. Department of Justice & FBI live scan and TB clearances.

All new hires are required to participate in New Hire Orientation. While appropriate efforts are made to accommodate employee preferences for grade level, school site and/or program component, placement of new hires is predicated on the organizational and programmatic needs of the individual school sites.

DESCRIBE THE TYPE AND SCHEDULE FOR THE CONTINUOUS PROFESSIONAL DEVELOPMENT THAT WILL BE PROVIDED TO STAFF.

Elevo Learning subscribes to the Quality Technical Assistance Framework and provides on-going, needs driven professional development and support to all staff in an effort to create an effective and high-quality expanded learning/after school program experience. The program creates and provides employees with comprehensive theoretical and application-based training to ensure that staff can manage a classroom environment and have the knowledge and skills to implement program components with fidelity. Elevo Learning staff also participate in District and school-sponsored training to become familiar with and to align to educational initiatives and instructional strategies. Organizational training is conducted both in person by the Organization Development Department training team, and virtually through an organization-wide learning management system (LMS).

Likewise, the program uses comprehensive rubrics to assess staff performance and program implementation. Elevo Regional Program Managers and Site Managers facilitate on-going, in-person development and on-site coaching with Program Coaches. They work in collaboration with individual staff and/or small groups to build specific skills/capacity and improve overall work performance.

Matrix of Sample Professional Development Offered to Staff

Staff Position Compliance/Safety & Other Program

Site Manager

• First Aid/CPR Certification
• Mandated Reporter
• Sexual Harassment for Supervisors
• Grant Compliance
• Employee Management
• Data Quality Management
• Site Level Program Assessment/CQI
• Student Incident/Injury Reporting
• Leadership Development/Priority & Time Management
• Relationship Building w/Stakeholders
• Quality Technical Assistance
• Behavior & Classroom Management
• Homework Implementation & Mgmt.
• Lesson Preparation, Facilitation & Eval.
• Program Curriculum Spotlights
• Social Emotional Learning Strategies
• District/Site-Specific Curricula
Planning/Implementing Youth Clubs
Program Leader
• Student Sign-In/Out Procedures
• Student Incident/Injury Reporting
• Relationship Building w/Stakeholders
• Mandated Reporter
• Behavior & Classroom Management
• Homework Implementation & Mgmt.
• Lesson Preparation, Facilitation & Eval.
• Program Curriculum Spotlights
• Social Emotional Learning Strategies
• District/Site-Specific Curricula
• Planning/Implementing Youth Clubs
*Note: All Elevo Learning staff are required to participate in monthly LMS safety training.

PROVIDE DESCRIPTIONS OF THE SERVICES PROVIDED BY SUB-CONTRACTORS, IF APPLICABLE. AN ORGANIZATIONAL CHART IS RECOMMENDED.

Perris Elementary School District sub-contracts all expanded learning/after school operations and services to the Elevo Program. The established partnership ensures the design and delivery of a high-quality, comprehensive program to student participants that aligns with relevant District and individual school site goals, initiatives and instructional strategies. The program also maintains overall compliance with all associated grant requirements on behalf of the District. As an organization, Elevo Learning supports PESD program implementation through a regional operations structure outlined below:

Regional Operations Leadership & Departments- Program; Training; Data; and HR

• Regional Program Manager
• Site Manager
• Program Coaches

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)]).

Pursuant to the board policies and administrative regulations of PESD, the minimum qualifications for instructional aides are:

Education:
A minimum of 48 semester units from an accredited college or university.
Submission of official transcripts to verify education credentials.
Health and Safety Screening:

Fingerprinting:
All prospective staff must complete a Live Scan fingerprinting process through the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) to ensure they meet the legal requirements for working with students.
Results are verified before any employment offer is finalized.

Drug Screening:
Candidates are required to undergo a drug screening to confirm they are free from substance use that could impair their ability to perform job duties. Screenings are conducted at LEA-approved facilities, and results are kept confidential.

Tuberculosis (TB) Test:
Staff must provide evidence of a negative TB test or complete a risk assessment screening form prior to employment, as mandated by state law.
Other Requirements:
Work Authorization: Proof of legal authorization to work in the United States (e.g., I-9 Form).
Process for Health and Safety Screening
Application Submission:

Applicants submit a complete application with proof of meeting minimum education requirements (transcripts) and include a signed acknowledgment of health and safety screening requirements.
Screening and Interview:

The hiring panel conducts initial reviews of applications to ensure minimum qualifications are met. Qualified candidates are invited for an interview and skills assessment, if applicable.
Pre-Employment Health and Safety Screenings:

Live Scan Fingerprinting:
Candidates receive instructions for completing Live Scan fingerprinting at an approved location. Clearance must be obtained from the DOJ and FBI.

Drug Screening:
Candidates are referred to an LEA-approved clinic for testing. Results are verified prior to employment.
Tuberculosis Screening:
Candidates complete a TB test or risk assessment and submit results to HR.
Final Verification and Onboarding:

HR verifies all required documentation, including transcripts, health screenings, and background checks.

Candidates attend a mandatory orientation covering health, safety, and workplace policies.

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 programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

PESD set the following requirements to ensure staff are well-prepared to engage and enrich students in alignment with the goals of the ASES, 21st CCLC, and ELO programs; we will provide a comprehensive staff training and development plan. This plan includes professional development opportunities, a structured onboarding process, and access to tools and resources that foster competencies in academic support, social-emotional learning (SEL), and enrichment activities.

Training and Development Components
Professional Development Days
Up to 3 dedicated professional development days per academic year will be scheduled.

These sessions will focus on:
Curriculum alignment with state standards.
Best practices in SEL and Restorative Practices (RP).
Effective strategies for working with diverse learners.
Classroom management and student behavior support.
Sessions will include applied practice with students during non-instructional hours for hands-on

learning.

Ongoing Training Opportunities

Workshops and Webinars: Monthly workshops on topics like arts integration, technology use in after-school programs, and differentiated instruction.

Mentoring and Coaching: Pairing new hires with experienced staff to build competencies over time.

Tools and Resources
Access to digital platforms like Google Classroom, Kahoot, and Nearpod for interactive learning.
Training manuals and guides for program implementation.
Subscription to SEL-focused curriculum resources (e.g., Second Step, CASEL tools).

Feedback and Evaluation
Biannual performance evaluations to identify strengths and areas for growth.
Staff surveys to gather input on training needs and areas for additional support.
Defined Process for Staffing Requirements. A clear and consistent hiring process will ensure all staff meet program requirements and are equipped to serve students effectively.

8—Clear Vision, Mission, and Purpose

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

Perris Elementary School District serves a high percentage of students from low income neighborhoods. The following information has been used to assess the needs of the community, parents, and schools we serve:

• CAASPP results & other assessment scores
• Number of students performing academically below grade level
• School and community safety data
• Attendance and truancy rates

The District assessed the need for Afterschool Education and Safety (ASES) programs at its various schools based on several criteria, including an analysis of socioeconomic status, academic performance, and community safety data, as well as the current availability of alternative resources for local expanded learning activities. The percentage of students eligible for Free or Reduced-Price Meals (FRPM) was the primary factor in determining which schools should apply for ASES funding, since it is the sole criterion by which the funds are granted.

The District shares its vision with Elevo Learning to deliver an expanded learning/after school program that seamlessly transitions students from the regular school day while addressing the needs of the community, students, parents, and school. With this vision in mind, the following program goals have been developed to meet the needs identified in the needs assessment:

1. Develop student engagement by providing new learning opportunities
2. Support academic skills across multiple content areas
3. Create environments that support social emotional development.

DESCRIBE THREE TO FIVE PROGRAM GOALS DEVELOPED FROM THE RESULTS OF THE NEEDS ASSESSMENT AND HOW WILL DATA BE COLLECTED TO EVALUATE WHETHER PROGRAM GOALS ARE BEING MET.

Evaluating Program Effectiveness
Content knowledge will be measured through the administration of a post survey in on-line surveys, completed before or after each unit, assessing unit-specific content. Panorama, a validated tool, will measure a student's SEL beliefs. The positive impact Youth Development and Arts and Enrichment activities will be measured through an annual engagement survey that will assess behavioral mindset, skill-building, social emotional learning, and overall interest in learning.

Continuous Quality Improvement
For continuous program improvement, the District will be implementing the Quality Self-Assessment Tool (QSAT) developed by the California Afterschool Network. This tool is formative in design and will serve to inform and engage district and program staff in long-term planning for professional development and technical support. Alongside the QSAT, our Core Program Assessment (CPA) is used at the beginning of the year to develop a baseline assessment for program quality and again at the end of the year to assess outcomes and results of staff professional development plans. Both tools inform the Continuous Quality Improvement (CQI) Plans that are utilized throughout the year with site level staff. The aim is to continually plan, implement, and assess programming. The following outlines the variety of qualitative and quantitative methods that are used to examine and determine program effectiveness and quality.

Selected Outcome Measures Results
Panorama: Validated SEL Tool

Students participating in Elevo Learning will exhibit belief that they can succeed in achieving academic outcomes, and they are able to persevere through setbacks to achieve important long-term goals.

STEM: On-line survey administration
Students demonstrate growth in knowledge of scientific method and relevant vocabulary; interest and awareness of STEM career options

Youth Development: On-line survey administration
Students report improved social-emotional learning, college/career interest and engagement in learning

Arts & Enrichment: On-line survey administration
Students report improved social-emotional learning, college/career interest and engagement in learning
Quality Self-Assessment Tool (California Afterschool Network)

Engage stakeholders and improve professional development plans for program staff.
Core Program Assessment (CPA) Engage staff and improve professional development and program quality plans for staff.

Program Improvement Methods

Data Reflection
Program staff participate in regular data reflection sessions to assess performance and on-going needs of students; and collaborate on strategic adjustments to be made in programming to better support students.

Coaching
Working closely with District leaders, Elevo Learning staff (e.g., Regional Program Managers & Site Managers) provide refresher training and on-site coaching for program staff to ensure that areas of quality requiring improvement are continually prioritized and addressed throughout the academic year.

Stakeholder Feedback
Regular feedback opportunities are created from both internal (school administrators, staff, students) and external (parents) stakeholders to assess program implementation and to solicit input & recommendations on how to improve program offerings. Feedback is solicited during regularly scheduled stakeholder meetings as well as the administration of annual stakeholder surveys.

DESCRIBE HOW THE PROGRAM HAS ENGAGED OR WILL ENGAGE STAKEHOLDERS (I.E., PRINCIPAL, INSTRUCTIONAL DAY TEACHERS AND OTHER INSTRUCTIONAL DAY STAFF, FAMILIES, STUDENTS, PROGRAM STAFF, COMMUNITY MEMBERS, AND OTHER COMMUNITY PARTNERS) IN THE CREATION OF THE PROGRAM'S MISSION, VISION, GOALS, AND EXPECTED OUTCOMES BASED ON THE NEEDS OF THE SPECIFIC COMMUNITY.

Initially, collaboration meetings are held with school community members (e.g., parent advisory groups, school administrators, resource specialists, school maintenance staff, nutritional service workers, etc.). Several meetings are held to gather data on the needs of the community and solicit input from multiple sources.

As part of the annual needs assessment process for program improvement, the following methods are regularly conducted with various stakeholder groups:
• Surveys – program staff, parents, administrators, and teachers
• Interviews – administrators at the site level
• Focus Groups – students and parents
• Working groups – administrators both site level and district level, including program staff • Site Visits/Walks – school administrators and program staff

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.

DESCRIBE THE COLLABORATIVE PARTNERS THAT WILL BE INVOLVED IN THE PROCESS USED TO PLAN, IMPLEMENT AND UPDATE THE AFTER-SCHOOL PROGRAM PLAN.

Perris Elementary School District and Elevo Learning collaborate extensively around planning, implementing and updating the expanded learning/after school program plan. This partnership extends from the District's and the CBO's central offices to each funded school site, with the expectation that mirrored collaboration and partnership is experienced at all levels. This includes an expectation of regular communication between the school site Principal (or his/her designee) and the Elevo Learning after school Regional Program Managers & Site Leaders, and comprehensive program integration into the school's culture of providing quality services to students, family, and community.

Collaborative partners in this process include the identified District-level administrator/coordinator for ASES programs, other District-level personnel (e.g., Nutrition Services for snack planning & distribution), school site Principals (or designee), Elevo Learning leadership & program staff, as well as parents and students.

Scheduled meetings with collaborative partners include:

• Monthly site level meetings with Principals and Site Leaders

• Monthly meetings and site visits with the District ASES administrator

• Semi-annual District/Elevo Learning collaborative update/planning meetings

• Periodic parent meetings

LIST AND DESCRIBE AT LEAST THREE TO FIVE COLLABORATIVE MEMBERS, INCLUDING ANY SPECIFIC DUTIES/RESPONSIBILITIES OR CONTRIBUTIONS (E.G., MEMORANDUMS OF UNDERSTANDING, SERVICE PROVIDERS, IN KIND, ETC.).

Collaborative Partner Duties/Responsibilities and/or Contributions

• G'ovone Castillo - Partner Liaison

• Book Nook - Curriculum Reading Resource

• Elevo Learning - Sports Tournaments and Healthy Living

• Herencia Mariachi Academy - Service Provider

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.

Perris Elementary School District and Elevo Learning collaborate extensively around planning, implementing and updating the expanded learning/after school program plan. This partnership extends from the District's and the CBO's central offices to each funded school site, with the expectation that mirrored collaboration and partnership is experienced at all levels. This includes an expectation of regular communication between the school site Principal (or his/her designee) and the Elevo Regional Program Manager & Site Leaders, and comprehensive program integration into the school's culture of providing quality services to students, family, and community.

Collaborative partners in this process include the identified District-level administrator/coordinator for ASES programs, other District-level personnel (e.g., Nutrition Services for snack planning & distribution), school site Principals (or designee), Elevo Learning leadership & program staff, as well as parents and students.

Scheduled meetings with collaborative partners include:

• Monthly site level meetings with Principals and Site Leaders

• Monthly meetings and site visits with the District ASES administrator

• Semi-annual District/Elevo Learning collaborative update/planning meetings

• Periodic parent meetings

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.

DESCRIBE HOW THE PROGRAM WILL ENGAGE IN A DATA-DRIVEN CQI PROCESS (I.E., ASSESS PROGRAM QUALITY, PLAN, AND IMPROVE PROGRAM QUALITY) BASED ON THE QUALITY STANDARDS FOR EXPANDED LEARNING IN CALIFORNIA, AVAILABLE ON THE AFTER SCHOOL NETWORK WEB PAGE AT: :(HTTP://WWW.AFTERSCHOOLNETWORK.ORG/POST/QUALITY-STANDARDS-EXPANDED-LEARNING-CALIFORNIA). INCLUDE TIMELINES, ROLES OF STAFF AND OTHER STAKEHOLDERS, AND HOW THE RESULTS OF THE ASSESSMENT(S) WILL HELP REFINE, IMPROVE, AND STRENGTHEN THE PROGRAM. PLEASE VISIT THE CDE'S GUIDELINES FOR A QUALITY IMPROVEMENT PROCESS WEB PAGE AT HTTPS://WWW.CDE.CA.GOV/LS/EX/CQIGUIDANCE.ASP.

Perris Elementary School District, in partnership with Elevo Learning, is committed to ensuring that the expanded learning/after school program operates in alignment to the established Quality Standards for Expanded Learning in California. This commitment includes engagement in the annual Continuous Quality Improvement (CQI) process: assess, plan, improve. At each site, a Site Level Quality Improvement Team is identified (inclusive of Site Leader, line staff, school day partners, youth participants, parents and other District/Elevo Learning leaders where appropriate) to participate in the annual process. The California Afterschool Network (CAN) Quality Self-Assessment Tool (QSAT), in conjunction with the Elevo Learning Core Program Assessment (CPA), and regular stakeholder feedback tools are used to assess the program & inform the CPI progress.

While there is often some overlap when cycle components occur, the following table outlines the standardized implementation plan for the Continuous Quality Improvement (CQI) process led by Elevo.

Continuous Quality Improvement (CQI) Implementation Process

CQI Cycle Component Timeline Action Items ASSESS July thru October (on-going pulse checks & assessments occur throughout the year)

•Review spring stakeholder assessment data

Review previous year's internal Core Program Assessment (CPA) & conduct start-of-year CPA self-assessment

•Review previous CQI plan and implementation progress

•Implement CAN Quality Self-Assessment Tool (QSAT)

PLAN October

•Engage in site-level data reflection sessions (DRS)

•Identify program strengths & opportunities for improvement by Quality Standard

•Revise/draft CQI plan

•Solicit input from key stakeholders on revised/draft plan

•Finalize plan & share improvement objectives & strategies with all stakeholders

IMPROVE October thru June

•Intentional implementation of CQI plan.

•Align CQI objectives/strategies to staff work plans where appropriate

•Conduct regular site/program observations

•Provide on-going training & coaching to program staff

•Incorporate regular CQI updates into standing program/ stakeholder meetings

•Conduct periodic pulse checks to assess program improvements

•Make regular progress updates to the CQI plan.

Program Improvement Methods

Elevo Learning, data reflection sessions are used to assess the needs of students & staff, and to brainstorm collaborative strategies to make necessary improvements to respond to findings. On-going site observations, refresher training, and on-site coaching supports a program culture that values continuous improvement toward the implementation of high-quality programs for all student participants. Regular communication and strong partnerships between the program and the District/school site promotes transparency and allows for shared ownership, commitment & accountability to identified program improvements.

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.

This comprehensive initiative focuses on academic enrichment, social-emotional development, and recreational activities, aligning with state and district educational goals. The program aims to create an inclusive and engaging environment that fosters growth and community for all participants.

The program emphasizes efficient enrollment and registration processes, ensuring accessibility for all students, with priority given to underserved populations. Families can register online or via paper forms, and enrollment data will be securely stored in the district's Student Information System (SIS). The program also includes a robust attendance tracking system, where daily attendance is recorded through an approved digital platform to support compliance and student retention.

To maintain accountability, documentation and record-keeping practices are a key focus. Program-related documents, such as attendance logs and enrollment forms, are securely stored for up to three years. Regular audits ensure adherence to district and state standards. Additionally, the program offers a diverse range of activities, including academic support, social-emotional learning (SEL), and arts and recreational opportunities. Academic support encompasses homework assistance, STEM projects, and literacy workshops. SEL activities include group counseling, team-building exercises, and mindfulness sessions. Arts and recreation programs feature visual arts, music, drama, and physical education.

Highly trained staff are integral to the program's success. All program personnel participate in regular professional development sessions focused on SEL, academic intervention strategies, and inclusive practices. Family engagement is also a priority, with monthly family nights fostering collaboration among staff, students, and families. Families receive regular newsletters highlighting program achievements and upcoming events.

The implementation plan consists of three phases. During the Launch Phase, the program focuses on staff recruitment, family outreach, and resource allocation. The Program Rollout phase. Finally, the program conducts Evaluation and Feedback at the end of each semester through surveys, focus groups, and performance metrics analysis to ensure continuous improvement.

The goals and objectives include increasing access by enrolling at least 80% of target student populations by the year's end, improving academic outcomes by achieving a 10% increase in math and literacy scores for participating students, and enhancing SEL skills, with 90% of students reporting improved relationships and reduced stress.

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 Program[3]. How does this budget reflect the needs of students and families within the community?

While the district serves as the fiscal agent for this grant, it retains only 5% of the grant funding to cover indirect administrative expenses associated with the management of this program. The remainder of the funding will be passed through to Elevo Learning for program delivery costs. Over 97% of those pass-through funds are allocated to personnel costs to fund the wages and salaries, benefits and taxes of the Site Leaders and Program Leaders. The District pays for all equipment and consumable materials required to deliver the activities. All administrative costs incurred by Elevo Learning are covered through matching sources of funding, grants, and private philanthropic contributions from corporations, foundations, and individual donors.

Series 2000 – Classified Personnel Salaries

Direct service staff including part-time Program Leaders, full-time Site Coordinators, and prorated portions of Quality Assurance Coaches' and Regional Managers' time dedicated to direct service.

$1,208,180

Series 7000 – Indirect Costs (retained by DISTRICT)

Indirect administrative costs incurred by the grantee/fiscal agent

$63,588

PROVIDE THE PROGRAM ORGANIZATIONAL STRUCTURE INCLUDING A SUCCINCT DESCRIPTION OF STAFF ROLES (E.G., "STAFF RESPONSIBLE FOR HOMEWORK SUPPORT FOR GRADE THREE AND SCIENCE ACTIVITIES FOR GRADES THREE THROUGH FIVE."), LINES OF SUPERVISION FOR EACH SITE OR GROUPS OF SITES, FREQUENCY OF MEETINGS, AND METHODS OF COMMUNICATION.

Elevo Learning programs adhere to an "inverted pyramid" structure designed to put children first by building a system that effectively supports direct service to students and families. Each site is staffed by 4-7 Program Coaches, depending on the number required to maintain a student-to-paid-staff ratio of no more than 20:1. The Program Coaches and additional volunteers are supported by a Site Manager, who oversees and manages the overall implementation of program operations at site in collaboration/ consultations with the designated school site administrator.

Every 6 - 8 weeks Site Managers are supported by a Regional Program Manager who provides training and side-by-side coaching. Regional Program Managers interface regularly with school administrators to receive ongoing feedback about the program's progress toward meeting all prescribed goals and objectives.

Regional Program Managers are supported by regional Directors of Operations and Operations Specialists who oversee the delivery of programs and assist with finding solutions to programmatic issues that may arise. DOPs and RPMs meet at least monthly with school district administrators to ensure that program goals and outcomes are being met and that the programs align with the learning objectives of the instructional day.

Regional management staff are supported by Elevo Learning Home Office, which provides leadership in the areas of program and operations, human capital, fiscal management, fund development, evaluation, communications, and strategic growth.

DESCRIBE THE PROCESS AND TIME FRAMES FOR PERIODIC REVIEW OF THE PROGRAM PLAN AND HOW COMMUNITY PARTNERS AND OTHER EXTERNAL STAKEHOLDERS WERE INVOLVED IN THE PROCESS.

Sites are reviewed at least one time each month by the Senior Director of Operations who utilizes the Elevo Learning Core Program Assessment (CPA) tool and site observation forms. These forms and checklists are reviewed by the Site Leader, Regional Program Manager and Regional General Managers and/or Directors. Plans are made to strengthen the program quality and ensure that programs are compliant with the grant, the District/school, and Elevo Learning program design and implementation requirements. Moreover, PESD representatives engage in periodic program site visits to support the cycle of continuous improvement and regional program leadership.

To triangulate the information of reports and site visits, conversations are held with key stakeholders including but not limited to school site administration, Elevo Learning staff, teachers, parents, and students. Surveys are systematically used to gather input and this information guides the conversations toward program improvements.

Bi-annually, the program is formally reevaluated. As new major program initiatives are rolled out and staff are trained on the implementation of new or modified program components, updates to the program plan are made.

DESCRIBE THE SYSTEM IN PLACE TO ADDRESS THE FOLLOWING PROGRAM ADMINISTRATION REQUIREMENTS:

Fiscal Accounting and Reporting

Perris Elementary School District grant management responsibilities are complemented in partnership with Elevo Learning program administrative systems, procedures, and staff support. Elevo Learning's finance department is overseen by a Chief Financial Officer who ensures that fiscal accounting is accurate and in keeping with the requirements of the grant. Regular invoicing of expenses to the District occurs. Accurate record keeping is ensured using designated accounting codes that allow expenses to be allocated and tracked by grant, by site, by district, and by region. Additionally, Elevo Learning's financial records are audited annually by an independent CPA firm.

Local Match (cash or in-kind services) Requirements (EC Section 8483.7[a][7])

Following is a breakdown of cash and in-kind match, for the 2021/22 school year for Perris Elementary School District

sites.

Item Amount

Total Grant Award $1,271,768

Total Match Required $419,683

Facility Usage

(25% of match requirement) $104,921

Snacks

(ADA x Days X $0.96) $119,306

School District In-Kind

(calculated by District) $107,800

School District Cash Match $102,500

Cash Match

(total expenses over contract fee amount) $47,027

Total In-Kind/Cash Match $481,554

Attendance Tracking (including sign-in/sign out procedures)

Accurate daily attendance accounting is collected in 6Crickets, The Student Administrative Software. As students register to attend the after school program, registration form information is entered into the 6Crickets database.

From this system, daily attendance sheets are prepared. Students are checked into the program each day by the Attendance Coordinator and signed out by the parent at the end of the day. Each evening, the sign out sheet is reviewed for accuracy and if there is an inaccuracy it is highlighted and corrected by the appropriate person (parent if signature or time out is missing, AC if there is an inaccurate sign-in, etc.). When the information on the sign-in sheet is corrected (usually within 24 hours), the information on the sign-in sheet is then entered into the 6Crickets database. The accuracy of the data in 6Crickets is routinely checked by a Regional Program Manager assigned to each site and a Regional Operations Management.

Weekly and monthly reports are run and analyzed to ensure data accuracy. Follow-up by the Elevo Learning Operations Manager occurs routinely. As each month ends, sign-in sheets are filed by district, by site, by day and secured in the office. Monthly attendance reports are shared with the District including the school site principals.

GUIDANCE WEB PAGE AT HTTPS://WWW.CDE.CA.GOV/LS/EX/EARLYRELEGUIDANCE.ASP.

For safety reasons, it is the District's policy that students arrive to program on time, and that instances of a student's late arrival to program be documented by staff. Late arrival is defined as any time after the normal sign-in period at the beginning of the program and may be either "occasional" or "recurring." Occasional late arrival will be documented on the daily attendance sheet. The staff will indicate the late reason on the LA/ER column on the attendance sheet using the number codes listed below. They will also inform the parent of the reason the student was late to program.

If a student is unable to attend the program for the full day, a Parent may authorize a student to be dismissed early from the program. Early release is defined as any time prior to the last 10 minutes of the program and may be either "occasional" or "recurring." In cases of occasional early release, the person(s) previously authorized by the parent to pick up the student may also authorize early release if picking the student up early on a given day. Occasional early release will be documented on the daily attendance sheet. The parent or authorized person will document the reason for early release on the LA/ER column on the attendance sheet using the number codes listed below.

A parent who wants a student to arrive late or be released early on a regularly recurring basis – for example, for a weekly tutoring session or religious obligation – must submit a signed Late Arrival/Early Release Form indicating the reason, and the period (hours and range of dates) for which the late arrival/early release will occur. Staff will indicate any recurring late arrival/early release information on the daily attendance sheet, so staff will know when the student will be arriving late or leaving early.

Authorized person(s) is/are required to document the time and reason for late arrival and early release.

Reasons may be any of the following:

- •Enrichment activity (attending on-site programs/activities not supervised by Elevo Learning, or off-site activities such as Club soccer, basketball, etc.)
- •Academic support (working with a student's teacher after school, etc.)
- •Family emergencies (such as death in family, catastrophic incidents, etc.).
- •Medical appointments
- •Child accident/illness
- •Transportation
- •Release due to early darkness "Dark 30" (Early release for students who walk home, generally occurs November through mid-March; release times will be pre- established by site staff)
- •Other reason (in best interest of child)

Students are expected to arrive at the program at the end of each school day. If a student does not check-in at the beginning of the program, and we have not received information from the parent stating that the child will be absent or arriving late, the Site Manager investigates to ensure the safety of the student.

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

Perris Elementary School District (PESD) is dedicated to ensuring the successful implementation of its Expanded Learning Opportunities (ELO-P) Program by adopting a comprehensive, systematic approach. This plan focuses on addressing the academic, social-emotional, and enrichment needs of all students, particularly underserved populations. The following outlines the strategies PESD will use to ensure proper implementation.

Comprehensive Needs Assessment

PESD will conduct a thorough needs assessment to identify gaps in student achievement, social-emotional, well-being, and access to enrichment opportunities. This process will involve gathering input from educational partners, including teachers, parents, students, and community partners, to align program objectives with local needs. Surveys, focus groups, and achievement data will be used to identify priorities, ensuring that the ELO-Program addresses both immediate and long-term goals. Regular reviews of the plan will allow for adaptation based on emerging needs and feedback, fostering a responsive and inclusive approach.

Alignment with District Goals and State Standards

To ensure consistency and relevance, the ELO-Program will integrate state-mandated standards and district strategic goals. Activities and curricula will align with California Content Standards, emphasizing social-emotional learning (SEL) frameworks and arts integration. This alignment ensures that students receive well-rounded, standards-based enrichment opportunities that complement their core academic instruction. Lesson plans and activities will be tailored to support both academic achievement and personal development, reinforcing PESDs commitment to supporting the whole student through Belonging, Leading, and Succeeding.

Program Design and Curriculum Development

PESD will provide diverse learning experiences, including STEM, arts, physical education, and SEL programs. These activities will be designed to be age-appropriate, engaging, and inclusive, meeting the needs of all students, including English learners and those with disabilities. PESD will partner with community organizations and external experts to enhance programming, ensuring that all students have access to high-quality, enriching experiences. The program will foster creativity, critical thinking, and collaboration, equipping students with skills essential for future success.

Professional Development and Staff Training

To maintain a high standard of program delivery, PESD will offer ongoing professional learning lessons for staff. Training sessions will focus on instructional strategies, SEL practices, cultural responsiveness, and the effective use of technology. Monthly workshops, peer mentoring, and coaching opportunities will ensure that staff are well-equipped to meet diverse student needs. By fostering a culture of continuous learning, PESD will empower educators to deliver impactful, innovative programming that supports student growth.

Equity and Access

PESD is committed to ensuring that all students, particularly those from underserved communities, have

access to high-quality learning opportunities. To this end, the program will provide transportation to and from program locations and offer services at no cost to families. Activities will be tailored to meet the diverse linguistic and cultural needs of the student population, fostering inclusivity and a sense of belonging. By removing barriers to participation, PESD aims to create an equitable learning environment where all students can thrive.

Monitoring and Evaluation

A robust monitoring and evaluation system will be established to track program outcomes and maintain accountability. PESD will implement pre- and post-assessments to measure academic progress and SEL growth, ensuring that program objectives are being met. Regular program reviews will be conducted with input from stakeholders, allowing for continuous improvement. Data-driven decision-making will guide program adjustments, ensuring that resources are effectively utilized to maximize impact.

Community Engagement and Partnerships

Strong community engagement and partnerships will be key to the program's success. PESD will collaborate with local businesses, nonprofits, and community organizations to enhance resources and opportunities for students. Quarterly meetings with educational partners will provide a platform for discussing program progress and identifying areas for improvement. Partnerships with local arts organizations, libraries, and technology providers will enrich programming, offering students diverse and meaningful learning experiences. By fostering strong community connections, PESD will create a supportive network that amplifies the program's impact.

Sustainability and Resource Management

To ensure long-term success, PESD will implement financial and operational strategies that maximize funding and resources while maintaining program quality. The district will leverage state and federal funding effectively, ensuring that resources are allocated strategically to support program goals. A sustainability plan will be developed with built-in flexibility to adapt to changing student needs and priorities. By focusing on efficient resource management, PESD will ensure the longevity and effectiveness of our Expanded Learning Programs.

Through these structured strategies, PESD is committed to ensuring the proper implementation of the ELO Program. By addressing the diverse needs of its students and fostering a culture of equity, innovation, and continuous improvement, PESD will provide enriching opportunities that support academic achievement, social-emotional development, and lifelong success.

[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.

To create a single comprehensive Expanded Learning Program, Perris Elementary School District (PESD) will expand the partnership with Elevo Learning to provide Expanded Learning Opportunities for intersession and summer program offerings. The expanded partnership will encompass current site-based tutoring, district-based tutoring, and site-based enrichment opportunities under the umbrella of our Expanded Learning Program operated by Eleov Learning. PESD currently offers the ASES program at all 8 elementary schools for up to 100 students. PESD plans to exceed ASES attendance to eliminate waitlists at sites and accommodate Transitional Kindergarten and Kindergarten students at school sites.

PESD in partnership with Elevo Learning will create a system of collecting data regarding expanded learning student participation. Students enrolled in our schools will have the opportunity to participate in Expanded Learning Programs. ELO-P participants are any students that participate in afterschool, summer, or intersession in any capacity that meets their needs.

The PESD program will provide expanded learning opportunities for TK/K- 6-grade students from the end of the instructional day to 6:00 pm. Funding will be to extend site-based tutoring (intervention), site-based enrichment(physical education, STEAM), and district-based tutoring.

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?

Students in Transitional Kindergarten and Kindergarten will maintain a pupil-to-staff member ratio of 10:1 in the expanded learning opportunities offered at each school site. In partnership with Elevo Learning, which operates the Expanded Learning Program at PESD school sites, an additional number of program staff are hired to maintain that 10:1 ratio. Site Managers will work in a 10:1 ratio with TK and Kindergarten students and will facilitate all program activities with student participants providing homework assistance as well as academic, enrichment, and physical activities, using curriculum and materials that are age and developmentally appropriate.

Elevo Learning as the entity providing the Expanded Learning Program at Perris Elementary is charged with hiring and training staff. Site Managers are part-time assignments that must meet the district's minimum requirements for a Paraprofessional/Instructional Aide (or equivalent) position under the Every Student Succeeds Act (ESSA) guidelines. Site Managers work directly with students under the direction of the Site Leader and go through a series of training provided by Elevo Learning. Elevo Learning ensures that all staff who directly supervise pupils meet the minimum requirements of an instructional aide. Elevo Learning works with each school administration and the broader community to identify and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally reflective of the student population, ethnically, geographically, and linguistically. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required languages.

Elevo Learning subscribes to the Quality Technical Assistance Framework and provides on-going, needs driven professional development and support to all staff in an effort to create an effective and high-quality expanded learning/after school program experience. The program creates and provides employees with comprehensive theoretical and application-based training to ensure that staff can manage a classroom environment and have the knowledge and skills to implement program components with fidelity. Elevo Learning staff also participate in District and school-sponsored training to become familiar with and to align to educational initiatives and instructional strategies.

Likewise, the program uses comprehensive rubrics to assess staff performance and program implementation. Elevo Learning Regional Program Managers and Site Managers facilitate on-going, in-person development and on-site coaching with Program Coaches. They work in collaboration with individual staff and/or small groups to build specific skills/capacity and improve overall work performance.

Sample Professional Development Offered to Staff
Staff Program Manager
• Relationship Building w/Stakeholders
• Behavior & Classroom Management
• Lesson Preparation, Facilitation & Eval.
• Program Curriculum Spotlights
• Social-Emotional Learning Strategies

Offer and Provide Access

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

PESDs Expanded Learning Opportunities Program is designed to provide students with enriching educational experiences beyond the traditional school day. To ensure equitable access, effective communication, and implemented strategies that are both culturally and linguistically appropriate.

We recognize the diverse cultural and linguistic backgrounds of our students and their families. To effectively communicate ELO-P offerings, we utilize multilingual outreach to ensure all families can access the information. All program materials, including enrollment forms and announcements, are translated into the predominant languages spoken within our community. We also utilize a variety of communication channels to reach all families, including updates on our LEA website, regular email communications sent to parents and guardians, printed materials such as flyers and brochures distributed during school events, and announcements through local community centers and places of worship.

Our enrollment process is designed to be straightforward and accessible for all families. Enrollment forms are distributed in both digital and physical formats. Families can download forms from our website or receive physical copies from school offices or through students. To assist families, we provide clear instructions on how to complete the forms, and staff members are available to help with any questions. Once completed, families can submit the forms through a secure online portal or by returning paper copies to the school's main office. All forms are securely stored, either digitally in our student information system or physically in locked cabinets within the administrative offices, to ensure confidentiality. The enrollment forms must be signed by a parent or guardian and are stored in accordance with state requirements.

To ensure accessibility for all students, our LEA provides transportation services for participants in the ELO-P. This includes bus services for students attending centralized ELO-program offerings, transporting them to designated program locations and back. We work closely with families to coordinate pick-up and drop-off points, ensuring that the process is safe and convenient for all involved. This transportation support helps guarantee that every student, regardless of their home school's program availability, can access the ELO-P offerings.

By implementing these strategies, PESD is committed to providing inclusive, accessible, and effective expanded learning opportunities for all students and their families.

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.

Perris Elementary School District (PESD) prioritizes its focus on Educational Study Trips to provide students with a dynamic and immersive educational experience that directly supports the Expanded Learning Opportunities Program (ELO-P) academic and enrichment objectives. By engaging in thoughtfully curated educational study trips, students will have the opportunity to extend their classroom learning into authentic, real-world settings that foster academic growth, cultural understanding, and personal development.

Learning Outcomes:

Cognitive and Academic Growth:

Develop a deeper comprehension of California's historical, geographical, and cultural foundations by directly interacting with a site of educational relevance. Analyze and interpret the significance of historical events, artifacts, and natural systems in relation to their academic curriculum.

Skill Enhancement:

Strengthen critical thinking abilities by engaging in guided inquiry, observation, and evaluation of exhibits, artifacts, or natural landmarks. Foster effective collaboration through structured group activities and guided exploration tasks, promoting teamwork and interpersonal skills. Improve communication skills through reflective discussions, presentations, and journaling activities tied to the field trip experience.

Cultural and Social Enrichment:

Cultivate an appreciation for diverse cultural practices, historical narratives, and ecological systems. Build empathy and understanding by exploring connections between historical events and their modern-day implications.

Educational Study Trip Locations and Educational Significance:

Perris Elementary School District (PESD) strives to select venues and locations that align with California's Academic Standards and enrichment goals. Potential locations may include historic sites, museums, cultural centers, or ecological preserves.

Educational Significance:

The chosen location will provide a hands-on learning environment where students can explore academic concepts in depth. For instance, visits to cultural landmarks might highlight California's diverse heritage, while ecological preserves could provide insight into environmental systems and sustainability.

Transportation Arrangements:

Transportation will be provided by the district for all ELO-P educational study trips, adhering to all safety and logistical requirements outlined by district policies and ELO-P guidelines.

Compliance with ELO-P Program Requirements:

Educational study trips will strictly follow all ELO-P program guidelines, including maintaining district-specified student to staff ratios and ensuring all accompanying staff and chaperones meet the required qualifications for instructional aides as defined in EC Section 45344(b), EC Sections 45330(e) and 45344.5(a).

Comprehensive adherence to Local Educational Agency (LEA) policies and procedures will be maintained, including securing permission slips, implementing emergency response protocols, and ensuring equitable access for all participating students.

Perris Elementary School District (PESD) Educational Study Trips alignment with ELO-P Goals: offerings of educational study trips is an integral component of the district's commitment to enhancing academic and enrichment opportunities for students. By bridging classroom instruction with experiential learning, reinforcement of key academic concepts through interactive and engaging experiences. As well as promote cultural literacy and environmental stewardship by fostering holistic student development, preparing scholars to connect academic knowledge to practical, real-world experiences.

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.

Not Applicable

Sample Program Schedule- Regular School Day

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.**

Perris Elementary School District will leverage various funding sources including ELO-P and ASES Grant to create and develop a comprehensive afterschool expanded learning program for students in TK-6 grade. Perris Elementary School District has developed a Universal Transitional Kindergarten (UTK) rollout plan. The plan included working with our Certificated Bargaining Unit to enter into a Memorandum of Understanding (MOU) to extend by 60 minutes instructional minutes a day for ALL Transitional Kindergarten and Kindergarten classes at the 7 district schools. Students in Transitional Kindergarten or Kindergarten will start classes at 8 am and end at 1:00 pm. Every Tuesday is a modified day and dismissal will be at 12 pm. At the end of the instructional day, students will have the option to participate in Expanded Learning Opportunities which include:

• site-based tutoring
• site-based enrichment
• district-based tutoring
• and/or Elevo Learning ASES Program

9- hour day
TK/K Sample Schedule:

8:00 am - 9:30 am Instruction
9:30 am - 9:45 am Recess
9:45 am - 10:30 am Instruction
10:30 am - 10:50 am Lunch
10:50 am - 1:00 pm Instruction
1:00 pm - 2:15 pm Expanded Learning Opportunities
2:15 pm - 3:30 pm Expanded Learning Opportunities
3:30 pm - 6:00 pm Elevo Learning - ASES Program

1-6 Grade Sample Schedule:
8:00 am - 10:00 am Instruction
10:00 am - 10:15 am Recess
10:15 am - 11:30 am Instruction
11:30 am - 11:50 am Lunch
11:50 am - 2:15 pm Instruction
2:15 pm - 3:30 pm Expanded Learning Opportunities
3:30 pm - 6:00 pm Elevo Learning - ASES Program

Sample Intersession Schedule:
8:00 am - 12:00 am
Academic Instruction/Enrichment
Break
10:-00 am - 12:00 pm
Enrichment/Physical Activity
Lunch
12:00 pm - 5:00 pm Elevo Learning Camp

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 School Days 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.

Non School Days and Hours
EC Section 46120(b)(1)(B):

> (A)   For at least 30 non school days, 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.
>
> (C)

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 child care 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.