

Expanded Learning Opportunities Program (ELOP) Plan

Prepared by:

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June 2026-June 2029

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: Sierra Sands Unified School District

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Locations of Expanded Learning Opportunities Program Sites:

1. Faller Elementary
2. Gateway Elementary
3. Inyokern Elementary
4. Las Flores Elementary
5. Pierce Academy of the Arts
6. Richmond Elementary
7. Vieweg STEM Academy

Governing Board Approval Date: September 18, 2025

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Purpose

This template will help LEAs develop a program plan as required by *EC* Section 46120(b)(2). California's Expanded Learning programs are an integral part of young people's education, providing year-round learning opportunities that prepare them for college, careers, and life. 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” means before-school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded Learning Opportunities”:

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 the After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P programs.

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, 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 support ongoing program improvements. 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 prompts to describe SEL activities or to refine the plan.

In addition to the narrative response, include tables, charts, or other visual representations that enhance 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. CDE guidance states that LEAs receiving ELO-P Funding for the first time must adopt a program plan within 6 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 whether the program will be offered on-site or off-campus. If not on-site, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Sierra Sands Unified School District and its community partners provide a safe, nurturing environment that supports all students' developmental, social-emotional, and physical needs at each elementary school site. The program coordinator and ELO-P staff work closely with the District and school administrations to create District and school-aligned health and safety procedures.

Our program has policies and procedures to

- Clearly document health, safety, and behavior.
- Clearly identify students' health and medical needs.
- Ensure that staff are easily identifiable.
- Ensure that staff, students, families, and school partners understand where students are throughout the program
- Ensure daily sign-in/out procedures are maintained and that students are released only to adults documented by the parent/guardian.
- Clearly document and communicate any incident.
- Maintain supervision and ratios of 20:1 student-to-adult (Grades 1-8) and 10:1 student-to-adult (TK and Kindergarten)
- Maintain accessible records of students with current emergency contacts.
- Follow school and district safety protocols.
- Follow district HR policies, training, and certifications.

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.

Our program connects students and families to services, organizations, and other resources that provide support beyond after-school and summer programming.

To nurture a positive environment:

- The staff respectfully welcomes each participant each day.
- The staff acknowledges positive behavior and implements a positive behavior plan to complement what is used during the school day.
- A positive relationship between the school site and program leadership is maintained.
- Proactive parent/student meetings are held to foster positive behaviors.
- Provide Social-Emotional Learning (SEL) curriculum and model positive behaviors.
- Reinforce school expectations and culture.

2—Active and Engaged Learning

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

Our program design and activities reflect active, meaningful, and engaging learning methods that foster collaboration and broaden students' experiences. Program coaches make learning fun and engaging through interactive and social activities.

- The program promotes active learning through interactive, hands-on activities.
- Our program uses participant feedback, assessments, and evaluations to guide the development of appropriate programming specific to our students' needs and interests. This may include project-based and tactile activities, such as art, games, physical activity or athletics, and leadership.
- Our staff provides students with a learning experience through multiple senses.
- Our staff supports students working in groups with a clear purpose.
- Our staff provides opportunities for students to think critically and act on issues and opportunities that are important but also of high interest and relevance to them.
- Students gather evidence to support their ideas and understand other perspectives.
- All students in group work are engaged, cooperate to achieve the group's goals, and are accountable to one another.

Curriculum:

- Age-appropriate activities & discussion
- Aligned with California PE & Health Standards
- Western Association of Schools and Colleges (WASC) accredited.

3—Skill Building

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

Our ELO program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills, and provides activities to help students achieve mastery. Our goal is for students to practice and gain proficiency in a range of SEL skills throughout our program. Additionally, the program coordinator, working with ELO-P staff, collaborates with site administrators to ensure that staff follow District and school goals and initiatives to support students in improving literacy and math skills.

- Our program supports projects and activities that allow students to demonstrate mastery.
- Our program supports activities in which students develop and demonstrate 21st-century skills.
- Our program equips students with skills to better manage and express their emotions and socialize with their peers.
- Our staff selects or creates projects that relate to our students' lives.
- Our staff develops learning goals for each activity and communicates these goals to students.
- Our staff facilitates activities and conversations that increase students' 21st-century skills, sense of personal and social responsibility, and understanding of life and career options.
- Our staff uses practices that support mastery, such as:
 - Providing students with opportunities to practice skills
 - Sequencing activities allow students to build on previously learned skills.
 - Facilitating student reflections and offering constructive feedback to help students

- learn from their experiences of successes, mistakes, and failures
- Helping students link the activity to their lives outside of the program.
- Students work in groups to practice teamwork, collaboration, and effective communication.
- Students are involved in projects, activities, and events that increase their understanding and use of 21st-century skills (e.g., creativity, critical thinking, and information and communications technology).

4—Youth Voice and Leadership

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

Our ELO program offers and supports intentional opportunities for students to play meaningful roles in program design and implementation, and provides ongoing access to authentic leadership roles.

- Our program allows students to share their viewpoints, concerns, or interests to impact program curricula, practices, or policies.
- Our program provides students with opportunities to actively exercise their leadership skills and address real-world problems.
- Our staff facilitates student voice and leadership in ways that promote positive relationships and empower students to have a positive impact on others.
- Our staff encourages and engages students to share their perspectives regarding program design, what they want to learn, and the quality of their experience in the program.
- Our staff works to recognize leadership potential in all students and to provide opportunities to develop their leadership skills through authentic leadership roles.
- Students take responsibility for completing projects.
- Students express their opinions and feedback through surveys or group discussions about what they want to learn, what they want to be able to do, and how program offerings should be developed to respond to their interests.
- Students reflect on learning experiences (formal and informal).

5—Healthy Choices and Behaviors

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

Our ELO program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle.

Students at all program sites may participate in sports throughout the ELO-P. In each sport, students learn basic skills and gradually develop and strengthen them through practice and competitive games. Sports are known to help promote healthy lifestyle choices and behaviors. Scheduled sports time will include a warm-up, a targeted skill, a social-emotional skill-building game, and a mindful cool-down, during which students practice self-awareness. Sports rotations provide opportunities for all students to play and grow together. Multiple sports are provided throughout the year based on students' interests. Students can showcase their skills during in-program events and at night and weekend tournaments open to the entire community.

The program ensures students have access to high-quality nutrition by partnering directly with the

school district's Child Nutrition department. All snacks provided follow the strict USDA National School Lunch Program snack guidelines.

- Our program creates and maintains a healthy culture and environment, positively influenced by the collaborative and coordinated efforts of families, schools, and the community.
- Our program identifies healthy practices and develops priorities that support the school's wellness plan and its implementation.
- Our program incorporates nutrition and physical activity into all facets of the program and procedures (meals/snacks, policies, curricula, incentives, etc.).
- Our staff provides daily opportunities for students to engage in developmentally appropriate, research-based nutrition and physical activities.
- Our staff models good nutrition and physical activity during the program.

Sample Afterschool Snack (Two-week cycle)

Monday	Tuesday	Wednesday	Thursday	Friday
Uncrustables Peanut Butter and Jelly; Gluten Free Cereal; Milk, White 1%- Lowfat Lactose Free Milk	Pop-Tart; Milk, White 1%- Lowfat	Cheese Cubes; Goldfish Pretzels; Milk, White 1%- Lowfat	Yogurt cup, 4 oz; Grahams Variety; Milk, White 1%- Lowfat	Blueberry Muffin; 6oz Juice Variety
Turkey Ham & Cheese Slider; Milk, White 1%- Lowfat	Pop-Tart; Milk, White 1%- Lowfat	String Cheese Apples-Fresh Granny Smith; Milk, White 1%- Lowfat	Blueberry Muffin; Milk, White 1%- Lowfat	Yogurt cup, 4 oz; Grahams Variety; Milk, White 1%- Lowfat

Sample Intersession Meals and Snacks (One-Week Cycle)

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Cereal Bar; Fruit; Milk	Muffin; Fruit; Milk	Cereal Cup; Fruit; Milk	Muffin; Fruit; Milk	Cereal Cup; Fruit; Milk
Lunch	Chicken Alfredo; Green Beans; Fruit	Sandwich; Fritos & Bean Dip; Fruit	Hamburger; Corn; Fruit	Chicken Salad; Crackers & Hummus; Fruit	Sandwich; Tortilla Chips & Bean Dip; Fruit
Snack	Whole Fruit	String Cheese	Pop Tart	Chex Mix	Cereal Bar

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.

Our program creates an environment where students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

ELO-P supports its diverse community in various ways. Staff are from diverse cultural backgrounds, with a myriad of experiences to share with students and enhance our program overall. The Sierra Sands Unified School District and partners are committed to serving all youth and families in the community. All program documentation and enrollment applications are also in Spanish at District and school sites. Other languages can be translated into home languages at the District level for families who speak other languages.

- We are aware of participants' needs and seek information and strategies to support them.
- Our program creates a welcoming environment by representing students' diversity through curriculum, program materials, displays, etc.
- Our program implements a plan that reaches out to all students at all elementary school sites.
- Our staff adapts activities to accommodate enrolled students' physical and developmental abilities and actively encourages their participation in the program.
- Students and staff are encouraged and given opportunities to share their diverse experiences and backgrounds.
- Students and staff are encouraged to foster an appreciation for diversity.
- Students and staff are encouraged to enhance self-understanding and expression through exploration of heritage and culture.
- Students and staff are encouraged to inspire respect for self and others.
- Students and staff are encouraged to explore the traditions and customs of different cultures, countries, and people.

7—Quality Staff

Staff Engagement

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

Our District engages in a rigorous recruitment and hiring process. All ELO-P staff are provided with a clear title and job description, training and professional development, resources and materials to deliver activities, and on-the-job coaching. Sierra Sands Unified School District supports staff by providing information on program requirements that affect their day-to-day operations.

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)]).

To qualify as an ELO-P Support Staff, Sierra Sands Unified School District requires an Associate's Degree or 48 college units, or pass the "NCLB" Paraprofessional Test, Paraprofessional Eligibility Test, and Pre-Employment Physical.

To qualify as an Elevo coach or specialized staff, must be eligible to work in the United States, complete and pass a Live-Scan background check, and TB screening. Must have a high school degree or higher. 1-2 years of working experience in education, coaching, child development, or other child-focused experiences strongly preferred. Must be able to pass Elevo's assessment that demonstrates knowledge and skills in assisting with instruction.

Employees are routinely screened for health and safety items. Individuals selected for employment are required to undergo a tuberculosis risk assessment and, if risk factors are identified, a tuberculosis examination to determine freedom from tuberculosis. Live-scan fingerprinting is completed for all employees, and the Department of Justice completes its obligations regarding arrest and conviction information. Only those employees who are cleared may proceed through the employment process.

Elevo Learning Coaches and Specialized Staff will follow coordinated Sierra Sands Unified School District Human Resources hiring requirements.

Our ELOP program meets the 20:1 ratio in grades 1-8 and the 10:1 ratio in grades TK and Kindergarten by hiring enough staff to accommodate enrollment. When enrollment rises unexpectedly, additional positions can be created and filled.

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

The responsibilities of a program coach and mentor include:

- Work on-site with K-8 classes to teach physical education classes with a social-emotional learning curriculum.
- Demonstrate, engage, and participate in games with students
- Act as a positive and inspiring role model
- Support and collaborate with school staff

Coach training includes:

- CASEL competencies & SEL/PE curriculum
- Student engagement & group management
- Health and safety
- In-person field training
- Continuous training & evaluations, using data collected on an ongoing basis.
- Onboarding meetings with site leadership & school administrators

8—Clear Vision, Mission, and Purpose

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

California's Expanded Learning programs are an integral part of young people's education, providing year-round learning opportunities that prepare them for college, careers, and life.

Our ELO Program also provides students with the building blocks for a happier life. The ELO program curriculum promotes social-emotional learning and supports mental health and physical well-being. Our goal is for your students to practice and gain proficiency in a range of new SEL skills throughout our program.

The ELO-P curriculum uses fun, games, and sports as a vehicle to engage students in social & emotional learning. Key benefits include helping students succeed in both school and life.

Vision

To create safe, inclusive, and engaging expanded learning environments where every student is inspired to grow academically, socially, and emotionally beyond the school day.

Mission

Our Expanded Learning Opportunities Program (ELOP) provides high-quality, equitable, and enriching experiences that extend learning beyond the classroom. Through academic support and homework coaching, thematic enrichment lessons, clubs, art and music activities, rotational sports, Social Emotional Learning (SEL) physical activities, STEAM lessons and strong partnerships, we empower students to build confidence, develop skills, and reach their full potential.

Purpose

The purpose of ELOP is to support student success by offering structured opportunities for academic assistance, enrichment, and positive youth development outside of regular school hours. The program is designed to:

- Reinforce and enhance learning from the school day
- Provide a safe and supportive environment for all students
- Promote attendance, engagement, and well-being
- Offer diverse opportunities in areas such as arts, STEM, physical activity, and leadership
- Partner with families and the community to support the whole child

9—Collaborative Partnerships

Students and Families

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

Students and families are integral to the development and ongoing improvement of the ELOP program. During the creation of the program plan, input was gathered through informal conversations at drop-off and pick-up, and school and community events, as well as through two formal Continuous Quality Improvement (CQI) surveys.

Throughout the year, student and family engagement continues through regular communication, informal check-ins, and increased and ongoing CQI surveys. This consistent feedback process ensures the program remains responsive to student needs, interests, and family priorities. Parent surveys will be provided in English and Spanish.

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 and Multi-Tiered Systems of Support.

Sierra Sands Unified School District values partnerships with community-based organizations to enhance our students' lives. The District partners with Community-Based Organizations (CBOs), Naval Air Weapons Station (NAWS) China Lake, and tenant/supported commands, and local businesses to support its ELO program and provide students with an invaluable educational experience. Our program seeks to collaborate with the appropriate school and community educational partners to leverage resources. We actively reach out and engage potential partners to sustain and expand program services. The District holds and attends collaborative meetings with internal and external partners to discuss the impact, highlights, and growth areas. The District discusses and strategizes the ELO program and the Community Schools Program framework during internal and external meetings, presentations, and events. The District partners with internal stakeholders to promote and encourage student participation in the Multi-Tiered System of Support (MTSS). Staff, parents, and students also share their experiences and feedback to inform program design.

10—Continuous Quality Improvement

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

Our ELO program will continuously use data from multiple sources to assess its strengths and weaknesses, thereby improving program design, outcomes, and impact.

The California Department of Education has provided LEAs with a tool for program self-assessment and improvement: Quality Standards for Expanded Learning in California. Using this tool, which identifies 12 quality standards for expanded learning programs, the Sierra Sands Unified School District Education Services Department engages in a Continuous Quality Improvement (CQI) process in collaboration with educational partners.

The CQI process in the Sierra Sands Unified School District Expanded Learning Opportunities Program includes annual collection and review of student data. Some of the metrics used to measure these outcomes include regular school-day attendance, program attendance, and academic data. Program administrators, school site administrators, certificated staff, classified program staff, students, and parents will provide continuous quality improvement input via surveys, focus groups, observational data, and more.

As the State of California defines academic engagement as average daily attendance, the expanded learning department collects, disaggregates, and compares attendance data for all district students and those attending the expanded learning program. The department also collects and analyzes program attendance data at the district and site levels. Additionally, the district collects Math and

ELA interim assessment data for students attending the after-school programs to review student needs and progress.

As a result of data analysis, the Education Services department identifies a need to focus on two to three of the quality standards each year. The result of the CQI process informs program goals and written program plans.

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.

Sierra Sands Unified School District has fiscal and administrative practices supported by well-defined and documented policies and procedures that meet state requirements. The District will be responsible for daily program management in collaboration with business partner Elevo Learning and site administrators. Elevo Learning will directly oversee and manage the program. Elevo Learning is responsible for program development and management, compliance, reporting requirements, program budget monitoring, coordinating and executing program plan updates, and meetings with District leadership. The District Director of Elementary Education is responsible for grant management and reporting requirements. The District Expanded Learning Program Coordinator is responsible for evaluating and reporting program components, program quality, and program data. The Coordinator is also responsible for meeting with program and community partners and with District leadership. Program coaches/mentors supervise groups of students, implement program components, communicate with program parents, attend monthly professional development, and attend scheduled staff meetings.

Enrollment will be conducted by Elevo online at <https://elevolearning.com/sierra-sands-unified-school-district/>. Attendance tracking will be done by Elevo through Bright Wheel. Attendance Reporting will be done by the District through Aeries, CALPADS, and PADC.

Budget

Provide your program budget, including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The District has agreed to pay Elevo \$2,877,860 annually for services rendered to meet current attendance needs over the next three school years (Aug 2026-July 2029). Services include after-school programs (7 sites), before-school programs (4 sites), and winter, spring, and summer intersession programs. All necessary materials are provided by Elevo. The District will be required to increase program funding to allow student access should parent/guardian requests increase. The District will be required to provide field trip and transportation costs. No fees will be required from families.

Object Code and Description of Line Item	2026-2027 Budget	Description
1000 - Certificated Salaries	\$ 25,574	Administrators and other certificated support staff for Attendance Recovery
2000 - Classified Salaries	\$ 609,793.20	Coordinator, Paraeducators providing classroom and behavior support, as well as other support staff, such as clerical staff, and custodians
3000 - Employee Benefits	\$390,218.06	Employee Benefits
4000 - Books and Supplies	\$20,000	Materials and supplies for the program
5000 - Services and Other Operating Expenses	\$ 2,424,887.88	Contracted services to provide instruction, curriculum, and program enrichment and van leases
6000 - Capital Outlay	\$0	Construction of ELOP facilities
7000 - Indirect Costs	\$84,899	CDE Approved Indirect Costs
Total Amount Budgeted	\$3,555,372.14	

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

Sierra Sands Unified School District follows all federal, state, and local guidelines for accounting. We conduct internal audits and participate in external audits to verify that the requirements are being met.

We have processes in place to develop detailed budget plans (the one above is a synopsis of the detailed plan), along with internal controls and regular reviews of procedures. There are clear, effective procedures for procurement, including contracts, vendor oversight, and inventory management for large purchases. SSUSD Human Resources and Business Services departments use QSS software to monitor personnel changes and purchase requisitions. When discrepancies are discovered, corrective action is taken quickly. We adhere to reporting requirements and take pride in not having significant findings. We collaborate to apply for and monitor grants. The ELOP funds are braided with ASES funds to provide quality expanded learning opportunities for our students.

¹ (California Public Contract Code (CPC) 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 to guide the program.

Do you have an ASES Grant? ☒ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create a comprehensive and universal Expanded Learning Program.

Sierra Sands Unified School District ASES and ELO-P Program will expand the number of after-school program spaces. Students can participate in a seamless quality before-, after-school, or intersession program at any elementary school. Staff training will be based on providing the highest quality of programming requirements.

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?

Sierra Sands Unified School District will serve Transitional Kindergarten and Kindergarten students at a ratio of 10:1 or lower. The schedule for our Transitional Kindergarten and Kindergarten students will provide opportunities for students to participate in social activities with peers, work on academic skill-building, and participate in enrichment activities and physical education that develop skills and social competencies. Staff are trained and will use Elevo Learning's developmentally appropriate curriculum for the age group. Some Transitional Kindergarten students may be served in our State Preschool program.

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?

Sierra Sands Unified School District receives Rate 1 ELO-P funding and is required to offer the ELO Program to all TK-6 classroom-based pupils and provide program access to any TK-6

classroom-based pupils upon parent/guardian request. Students in grades 7 and 8 who attend Vieweg STEM Academy are also eligible.

Per the California Department of Education (CDE), Under Federal and State law, publicly-funded programs cannot discriminate against pupils based on disability. In individual situations, a pupil with a disability may need accommodations to meaningfully access an ELO Program. These determinations must be made at the local level.

Transportation is not provided. Sierra Sands Unified School District operates the ELO program at all elementary school sites. Sierra Sands Unified School District does not offer the ELO program at any off-site locations.

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 that helps students grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. Educational field trips should be directly linked 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, including maintaining ratios and ensuring that staff meet the minimum requirements for an instructional aide, as outlined in district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and the 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.

The field trip locations will be selected based on their connection to the ELO Program Requirements and to the topics explored in the ELO-P program. Each field trip is intentionally designed to provide hands-on learning experiences that align with the program's academic enrichment areas. Students will have the opportunity to visit locations that enhance their understanding of subjects such as science, art, nature, college and career exploration, and cultural studies.

Potential field trips will primarily occur during the winter, spring, and summer intersessions.

Student transportation needs will be coordinated through the SSUSD Transportation Department to ensure compliance with all student transportation guidelines.

Examples of potential field trips include, but are not limited to, visits to live theater performances, concerts, aquariums, zoos, parks, museums, and specialized educational venues. Venues may include, but are not limited to: TechGrid, China Lake Museum, Matarango Museum, Innovative Play, Phenom Battlegrounds Airsoft, Trona Pinnacles, Manzanar National Historic Site, Mt. Whitney Fish Hatchery, The STEAM Room (KCSOS), Buena Vista Museum of Natural History & Science, and CALM Zoo.

Program Fees

Every student attending a school that operates a program is eligible to participate in that 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 who 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.

Sierra Sands Unified School District does not charge fees for the ELO-P.

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 must include both an educational and an enrichment element; the sample program schedule should clearly indicate that this requirement is met.

Funding is braided from state sources, including the Expanded Learning Opportunities Program (ELOP) and the After School Education and Safety (ASES) Program.

Faller, Gateway, and Las Flores Sample Schedules

School Day Schedule (6 hours and 15 minutes / 5 hours and 45 minutes)	
8:00 a.m. - 2:15 p.m.	Monday, Tuesday, Thursday, and Friday
8:30 a.m. - 2:15 p.m.	Wednesday

After School (3 hours and 45 minutes)	
2:15-2:25	Welcome and Snack
2:25-2:35	Brain Break–Calming
2:35-3:35	Homework Support or Attendance Recovery
3:35-3:50	Brain Break–Energizing
3:50-4:35	ElevoEQ or sport
4:35-5:20	Enrichment
5:20-5:30	Brain Break–Calming
5:30-6:00	Optimistic Closure and Dismissal

Inyokern Elementary Sample Schedules

School Day Schedule (6 hours and 15 minutes / 5 hours and 45 minutes)	
8:15 a.m. - 2:30 p.m.	Monday, Tuesday, Thursday, and Friday
8:45 a.m. - 2:30 p.m.	Wednesday

Before School (2 hours)	
6:30-6:40	Morning Community Huddle and Welcome Routine
6:40-7:00	Homework
7:00-7:05	Brain Break
7:05-7:25	ElevoHQ
7:25-7:30	Brain Break
7:30-7:50	Enrichment
7:50-8:15	Breakfast, Optimistic Closure, and Supported Transition

*School Breakfast served at 7:45 a.m.

Late Start Wednesday (2 hours and 30 minutes)	
6:30-6:40	Morning Community Huddle and Welcome Routine
6:40-7:10	Homework
7:10-7:15	Brain Break
7:15-7:45	ElevoHQ
7:45-7:50	Brain Break
7:50-8:20	Enrichment
8:20-8:35	Community Circle and Word of the Week
8:35-9:00	Breakfast, Optimistic Closure, and Supported Transition

*School Breakfast served at 8:15 a.m.

After School (3 hours and 30 minutes)	
2:30-2:40	Welcome and Snack
2:40-2:50	Brain Break–Calming

2:50-3:50	Homework Support or Attendance Recovery
3:50-4:00	Brain Break–Energizing
4:00-4:40	ElevoEQ or Sport
4:40-4:50	Brain Break–Calming
4:50-5:20	Enrichment
5:20-5:30	Brain Break–Calming
5:30-6:00	Optimistic Closure and Dismissal

Pierce, Richmond, and Vieweg Elementary Sample Schedules

School Day Schedule (6 hours and 15 minutes / 5 hours and 45 minutes)	
9:00 a.m. - 3:15 p.m.	Monday, Tuesday, Thursday, and Friday
9:30 a.m. - 2:15 p.m.	Wednesday

Before School (2 hours and 15 minutes)	
6:30-6:40	Morning Community Huddle and Welcome Routine
6:40-7:10	Homework
7:10-7:20	Brain Break
7:20-7:50	ElevoHQ
7:50-8:00	Brain Break
8:00-8:30	Enrichment
8:30-8:45	Breakfast, Optimistic Closure, and Supported Transition

*School Breakfast served at 8:30 a.m.

Late Start Wednesday (3 hours and 15 minutes)	
6:30-6:40	Morning Community Huddle and Welcome Routine
6:40-7:10	Homework
7:10-7:20	Brain Break
7:20-7:50	ElevoHQ

7:50-8:00	Brain Break
8:00-8:30	Enrichment
8:30-9:00	Student Choice
9:10-9:30	Breakfast, Community Circle, and Word of the Week

*School Breakfast served at 9:00 a.m.

After School (3 hours)	
3:15-3:25	Welcome and Snack
3:25-3:30	Brain Break–Calming
3:30-4:30	Homework Support or Attendance Recovery
4:30-4:40	Brain Break–Energizing
4:40-5:10	ElevoEQ or Sport
5:10-5:15	Brain Break–Calming
5:15-5:45	Enrichment
5:45-6:15	Optimistic Closure and Dismissal

SSUSD Sample Intersession Schedule (Locations Revolving)--Winter, Spring, and Summer

ELOP Schedule (M-F) Full Day (8 hours)	
8:00-9:00	Morning Community Huddle and Welcome Routine
9:00-9:15	Wellness Break (bathroom, water, brain break)
9:15-10:15	AM Enrichment or Attendance Recovery
10:15-10:30	Supported Transition (clean up, brain break, head to field)
10:30-11:30	ElevoEQ or Sport
11:30-11:45	Wellness Break (bathroom, water, wash hands)
11:45-12:45	Lunch
12:45-1:15	Student Choice / Recess
1:15-1:30	Support Transition (clean up, brain break, head to the classroom)
1:30-1:45	Read Aloud

1:45-2:30	PM Enrichment
2:30-2:45	Supported Transition (clean up, brain break, head to field)
2:45-3:45	ElevoEQ or Sport
3:45-4:00	Wellness Break (bathroom, water, snack)
4:00-4:15	Brain Break
4:15-5:00	Afternoon Community Huddle and Optimistic Closure

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.

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

- (A) For at least 30 nonschool 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, total at least 9 hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

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

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

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

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

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

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, as set forth in the school district's policies. 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 a third-party employee.

(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.