

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE 2025-2026



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**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: Palm Springs Unified School District

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

- | | |
|---------------------------------------|---------------------------------------|
| 1. Agua Caliente Elementary School | 13. Sunny Sands Elementary School |
| 2. Bella Vista Elementary School | 14. Two Bunch Palms Elementary School |
| 3. Bubbling Wells Elementary School | 15. Vista Del Monte Elementary School |
| 4. Cabot Yerxa Elementary School | 16. Desert Springs Middle School |
| 5. Cahuilla Elementary School | 17. James Workman Middle School |
| 6. Cathedral City Elementary School | 18. Nellie N. Coffman Middle School |
| 7. Della S. Lindley Elementary School | 19. Painted Hills Middle School |
| 8. Julius Corsini Elementary School | 20. Raymond Cree Middle School |
| 9. Katherine Finchy Elementary School | 21. Cathedral City High School |
| 10. Landau Elementary School | 22. Desert Hot Springs High School |
| 11. Rancho Mirage Elementary School | 23. Palm Springs High School |
| 12. Rio Vista Elementary School | 24. Rancho Mirage High School |

Governing Board Approval Date: 9/9/2025

Review/Revision Date:

Review/Revision Date:

Purpose

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

Definitions

“Expanded learning”:

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

“Expanded Learning Opportunities”:

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

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

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

Approving and Posting Program Plans

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

Revisions/Changes

Reviewing and Revising Program Plans

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

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

1—Safe and Supportive Environment

Physical Safety

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

Programming on instructional days will be delivered on existing school campuses, creating a safe and supportive environment for students in a familiar location. This allows students to engage with programming immediately following the instructional day, as students will quickly traverse to the designated meeting location on campus for the program. The use of school facilities also allows PSUSD to monitor facility environmental conditions, respond to any needed support requests, and provide security services as needed. Staff will be clearly identifiable, allowing students and families to quickly locate staff for support as needed. PSUSD has successfully utilized this format for ASES programming for many years, creating the conditions needed for effective implementation of ELO-P.

In addition to on-site programs, ELO-P will offer additional enrichment opportunities in our community hubs to ensure students in all communities have access to programs. These additional enrichment opportunities may be held at locations outside school campuses or on school sites, based on space and availability. Locations may include city facilities, Boys & Girls Club, Salvation Army, or other locations with larger sized spaces. Parents will be responsible for transportation as the programs will be early evening. These programs will meet all requirements of the district with regards to staffing clearances to ensure students are safe. All staff running programs will be able to contact the Director of Expanded Learning at any time should any issues or concerns arise and any incidents will be reported to the Director within 24 hours.

Similarly, intersession opportunities will occur on district school campuses. Locations will be provided in each of our designated hubs to accommodate all families. Students may participate in intersession programs at their current school site or at specified district locations dependent on facility needs, expected participation, and

maintaining staffing ratios among other factors. In all cases, the locations of intersession programming will be selected to provide students with a safe and supportive environment appropriate for the designated program activities.

With regards to intersession programs, when programs are not available to students at their home sites, transportation from the home site to the program location will be provided. Situations involving students with disabilities whose IEPs indicate door-to-door transportation services will be addressed on a case-by-case basis in consultation with the PSUSD Special Education department. Any field trips associated with ELO programming will utilize school or charter buses with certified drivers to safely transport students from the school site to the field trip location and back to school.

In all programs, incident reporting structures will be in place to document incidents and appropriately communicate incidents to the Director of Expanded Learning, school administration and families as appropriate.

To provide quality learning spaces, construction and modernization of past, present and future facilities will be supported by ELO-P funds. This will include access control systems to ensure safety and security after school. Technology upgrades and minor construction projects, as it relates to before and after school programs, may include, but is not limited to, kitchen upgrades to support additional meals.

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.

Program staff will be trained in strategies associated with the district's Multiple Systems of Support (MTSS) model and Positive Behavior Interventions and Supports (PBIS) model to appropriately address student behaviors and interactions in a way that compliments the efforts of PSUSD schools during the instructional day. SEL activities and lessons will be incorporated into the program, providing students with strategies and support to build upon their social interaction skills and address social-emotional needs during the extended day. When needed, additional staff may be assigned to a program to provide supports for individuals or groups of students. For example, at all intersession programs, daily SEL lessons will be provided, and a counselor will be on campus to offer and support needed.

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.

The PSUSD ELO-P design is a braided program, incorporating the structures of ELO-P and ASES programs into a unified and cohesive approach to expanded learning opportunities for students. Therefore, the PSUSD model for ELO-P includes multiple learning opportunities intended to be responsive to student need in multiple formats

throughout the school year.

On instructional days, daily academic support will be incorporated to provide assistance to students in learning grade level content and developing academic skills. The ELO program will integrate academic support as part of the base programming, with tutoring provided through various support structures. Tutoring support structures include, but are not limited to, teacher delivered intervention, peer tutoring, and online tutoring support through partner organizations beyond the school day. It is the intent of the district for school sites to work collaboratively with the ELO-P staff following the instructional day to allow students to attend site designed interventions, district provided ELO programs, and ASES program access as appropriate for student needs. Program staff will connect with the Director of Expanded Learning, site administration and teachers to the greatest extent possible to support student understanding and learning during the ELO programs. After ensuring programming for all TK-8 students, high school programmatic offerings will be made available at locations where space is available, and a need is present.

Enrichment opportunities will also be integrated into the program through a variety of models. PSUSD collaborates with various community partners to incorporate arts, music, sports, technology, and healthy living habits into the program. The Director of Expanded Learning will work to provide equitable access to enrichment experiences across all sites, whether through rotational campus experiences or extended placements in hub locations, ensuring that all ELO-P participants have an opportunity to experience enrichment activities in a variety of fields. Enrichment will also extend from clubs, campus student organizations, intramural athletics, school-based arts programs, and other groups into the ELO programs, acting as an extension of these opportunities and providing access to additional students. High school students from the district's CTE programs may provide enrichment opportunities in their area of study, providing access to basic concepts of CTE related content while also promoting college and career readiness to younger students.

Intersession programs will follow similar designs to the instructional day ELO-P model, balancing academic intervention and support needs with enrichment opportunities. These structures will take multiple format designs based on the purpose of the program, timing during the school year, and the outcome designs of that intersession segment. All students will receive academic content using district initiatives. Lessons will be prepared by the ELO-P TOSAs, which will be differentiated to address the variety of ability levels of students in the programs. Enrichment opportunities will be woven into the intersession program day, so all students have access. All programming will be hands-on to increase engagement and include field trip opportunities to broaden our students' learnings.

3—Skill Building

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

PSUSD will provide developmentally appropriate activities and experiences throughout program offerings. Due to the grade level spans participating in ELO-P

programs, various levels of development must be accounted for within programmatic offerings. Academic supports will include sessions that provide skill building in current academic content for each grade level along with both intervention and advancement opportunities. Supplemental services, such as teacher intervention and online tutoring, will provide support to students with more significant assistance needs in building requisite skills. Any materials purchased for the program will be intended for use within each grade range, incorporating the appropriate levels of hands-on manipulatives and technology integration to improve skills in multiple ways that are aligned to the developmental needs of the participating students.

Similarly, social-emotional learning (SEL) and interpersonal skills will be developed through interactive activities, both supporting academics and in various enrichment topics. Collaborative work sessions, interactive enrichment structures, play-based learning, and wellness topics will be incorporated into the instructional day activities and intersession models. Particular focus will be paid to the needs of transitional kindergarten through grade two students, ensuring that the skill building needs of younger students are met in ways that are developmentally appropriate. Students in additional grades will participate in more advanced social skill building opportunities, related to whole-child wellness, mental health needs, and other similar topics that are appropriate for late elementary and middle school students. After ensuring programming for all TK-8 students, high school programmatic offerings will be made available at locations where space is available, and a need is present.

Participants will also be provided opportunities to develop skills needed for grade level and grade span transitions as part of the program. Students in all grades will build familiarity with college and career skills, incorporated into programming to prepare for future years, with the intent to drive academic success, course selection, and interest in career pathways. Intersession efforts will also focus on these topics through the incorporation of academic support, enrichment, and technical skill building to prepare students for the next grade level. Students in middle and high schools will be provided opportunities supporting high school, college, and career readiness, building familiarity with needed skills for managing advanced coursework and future jobs, along with building mindsets in preparation for meeting UC/CSU entrance requirements and workforce entry.

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.

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

School clubs and organizations related to youth voice and leadership may be developed as part of ELO-P, meeting either before or after the school day to discuss topics and create programs and activities to engage other students. Student-led "inclusive culture clubs" or similar structures may help to create inclusive environments and celebrate the voice and perspectives of others within the school community. Debate clubs and other leadership skill building programs will be designed to build leadership through multiple experience options, providing students with choices in different voice and leadership activity formats.

Community partners will be engaged in providing leadership and youth voice programming within both instructional year and intersession periods. Speakers will be integrated into ELO programs, both in the after school and intersession settings, in order to share perspectives and promote leadership. Connections will be developed with additional community partners, such as city councils and public service organizations, to incorporate concepts of community leadership and serving others into the program. Community connections will extend from ELO-P offerings through community improvement projects, whether through established collaborative programs offered through community partners or student-lead initiatives designed to improve their local community.

During intersession programs, current high school students will be able to volunteer during the programs to support students in TK-8th grade. Those volunteering may be assigned to support students in a classroom or incorporated into the specials classes that focus on specific skills. For example, students in the REAL academy may support in STEAM or science classes, while our culinary arts students may support during the cooking program. The goal is to provide our students with opportunities to mentor younger students and also gain experience working with others.

Student voice will be part of program development, monitoring and evaluation as well. Participating students will be surveyed as part of determining interest in potential enrichment programming and in evaluating current programmatic efforts. More information regarding continuous improvement and program evaluation efforts are noted in section 10.

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.

Healthy choices and behaviors will be a focal point in both the instructional day and intersession time periods throughout the year. Students participating in instructional day activities will participate in physical activities incorporated into the daily program. The goal of these activities is to provide time for students to engage in moderate-to-vigorous physical activities as part of developing healthy skills in developmentally appropriate and accessible ways. Structured activities, such as intramural sports and guided play, will be incorporated into the instructional day program to ensure that students have access to physical activity options within the ASES program and through additional ELO programs. Unstructured or free play times will also be

incorporated in developmentally appropriate ways, encouraging healthy physical activity in appropriate play area settings while encouraging creativity and skill development. Community partners will be engaged in providing activities such as sport-specific clinics (e.g. soccer, street hockey) or programs in both the instructional day and intersession timeframes, expanding upon offerings that would normally be available in the school setting. In all cases, students will be monitored closely during outdoor physical activity periods in accordance with the district's excessive heat policy.

Other health and wellness related activities will be incorporated that integrate both physical and mental wellness aspects. These experiences may include but are not limited to dance, yoga, meditation, and other similar activities allowing additional students to engage in healthy living habits in ways that are of interest and accessible. Similarly, nutrition education will be incorporated into ELO-P offerings to connect dietary habits with healthy living. Programs may include offerings such as lessons on nutrition and eating habits, partnerships with community partners for food-related topics, and activities related to the culinary arts. Further integration of healthy living offerings with leadership and SEL needs will provide participating students with a well-rounded approach to overall health across multiple program offerings. After ensuring programming for all TK-8 students, high school programmatic offerings will be made available at locations where space is available, and a need is present.

PSUSD Nutrition Services will continue to support student nutrition during instructional day ELO-P offerings in a format similar to the one currently used for ASES programs across the district. Supper service is currently available at all elementary and middle schools, providing students participating in ASES and ELO programs with an opportunity to have a meal in a similar format to the student lunch period. Nutrition Services ensures that all meals and snacks are in compliance with all nutritional requirements and the PSUSD Wellness Policy. Breakfast service is also currently available at all elementary and middle schools and will be incorporated into any before school ELO programming on instructional days.

Meals for intersession ELO-P offerings will align with all requirements in the same manner as instructional day meal service systems. PSUSD Nutritional Services will monitor student participation counts in intersession ELO activities and adjust staffing to support meal offerings as needed to support program needs. During field trips, when possible, Nutritional Services will provide meals that meet all guidelines. When meals are not covered by Nutritional Services, Expanded Learning will ensure the food being provided meets the nutritional guidelines and accommodates students who may have food allergies or sensitivities.

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.

PSUSD has clearly articulated the district's commitment to equity through the district's official equity statement:

“Palm Springs Unified is committed to an equitable, socially just, and anti-racist educational system that is based on fairness, dignity, and democracy in order to foster student success. We serve and honor our diverse student body in regards to ethnicity, language, culture, national origin, socio-economic status, age, physical and mental ability, sexual orientation, gender identity, religious beliefs, and family structure. We commit to be an anti-racist and anti-discriminatory learning community that creates safe learning spaces where all students are welcomed, included, and respected. Every student, every day.”

All ELO-P offerings will be accessible to all students by design. Each offering will be accessible to low-income students, English learners, foster youth, students with disabilities, and all cultural groups by design regardless of whether the program is being provided by district staff or community partners. As ELO programs are scheduled, notifications may be provided to eligible families through ParentSquare, social media, and other outreach methods to encourage participation by all students. Program participation will be monitored to determine whether all student groups are engaging with program offerings, and adjustments in program offerings will be made to increase participation and improve accessibility as needed. These accessibility designs will also incorporate developmentally appropriate adjustments, to ensure that students in all grades can engage with the content or activity. Program offerings will be evaluated to support needs for students with disabilities so that additional supports, staffing, or materials are made available to allow for participation. The supports could be 1-on-1 aides, medical assistants or behavior supports. English Language Development strategies will be incorporated as needed to support participating English learners in accessing the content or experience. District staff will work collaboratively with community partners to assist in creating accessible experiences where necessary.

As part of these efforts, programs will incorporate culturally- and linguistically responsive practices. Cultural celebrations, incorporation of multiple languages and cultures, and integration of the multiple perspectives and needs of our students and families will be part of ELO-P offerings throughout the year. Feedback and interest surveys will help to develop and adjust program offerings to better meet this goal in an effort to have all students connected with offerings during the year. District staff will work with community partners in incorporating concepts of cultural and linguistic responsiveness into ELO program offerings as needed to create inclusive experiences for all students.

7—Quality Staff

Staff Engagement

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

PSUSD will consistently monitor and evaluate program staff and community partners to ensure students engage with high quality staff members in all ELO-P offerings. Given the scope of the ELO-P plan, different offerings, and extensive program size, a blend of current district employees and community partners will be involved in

providing program offerings. The Director of Expanded Learning, site administrators, and leadership from community partners will be involved in the staff selection, training, monitoring, and evaluation processes in order to develop a cohesive, aligned, and unified program of expanded learning opportunities.

PSUSD staff participating in program offerings will support students in programs, incorporating strategies and systems that are successful in similar school settings while providing programmatic offerings. Staff will be assigned roles that correspond to their qualifications or to additional training that corresponds to the program offering content. Teachers may provide intervention, or tutoring supports, during instructional day before or after school programs, while providing instruction during intersession programs. Teachers and classified staff may support student activities within the ELO-P structure, including before school, after school, or during intersession time periods.

Long standing district partners work collaboratively with PSUSD staff in order to provide services that support the needs of students and respond appropriately to changes in program needs. Community partners responsible for instructional day ELO programming will recruit quality candidates for ELO program following protocols similar to those used for the ASES program. All employment candidates directly working with students on a daily basis must use hiring practices that align with PSUSD requirements and California Education Code. Intersession programs will follow a similar structure. Training and support will be provided by both PSUSD and partner organizations in strategies related to culturally- and linguistically responsive practices, behavior management strategies, student developmental needs at various ages, and student safety among other topics. Wherever possible, interactions between students and community partner staff should complement the current efforts of PSUSD schools, leading to consistent expectations across programs.

Recruitment for ELO-P staff will be ongoing throughout the year, with initial efforts starting in the summer to ensure that instructional day programs are staffed appropriately to begin the year. Ongoing recruitment will be needed to address attrition, supported by on-boarding training to prepare staff for their assignments within the program.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

The minimum qualifications for an Instructional Aide in Palm Springs Unified School District requires graduation from high school and some experience working with children in an educational or organized learning environment. Individuals must also pass a job-related proficiency examination. Fingerprinting/background clearance and TB clearance are required as well. Some positions, particularly those involving special needs students, may require specific experience or certifications like CPR and First Aid and physical clearances.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non-school days. (See [EC Section 46120(b)(8)]).

To ensure high-quality instruction and engagement in our Expanded Learning Opportunities (ELO) and After School Education and Safety (ASES) programs, we have aligned all curriculum with district initiatives. ELO intersession lessons will be developed by ELO-P TOSAs and use California standards and district curriculum to ensure a cohesive program for our students. ASES and ELO-P before and after school programs will use curriculum that has been vetted by the Director of Expanded Learning and will meet California guidelines. Culturally responsive materials will be used throughout all program offerings to support all students. Prior to each intersession program, certificated teachers will be given time to look through the lesson plans and materials provided to ensure instruction during the intersession will be meaningful and engaging.

8—Clear Vision, Mission, and Purpose

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

PSUSD's Expanded Learning Opportunities Program (ELO-P) is designed to support the whole child by offering a well-rounded balance of opportunities that nurture academic growth, personal development, and community connection. Students participating in ELO-P will engage in experiences that include academic intervention, enrichment, social-emotional learning, leadership development, healthy living, and meaningful ties to the community. Together, these opportunities are intended to enhance and extend each student's overall school experience.

ELO-P is open to all students, inviting them to bring their unique perspectives, strengths, and interests. By doing so, students not only improve academic performance but also build new skills across multiple areas while contributing to a collaborative and inclusive learning community.

With programs offered at community locations and intersession sessions hosted at specific sites, students and staff will also have opportunities to connect with peers and mentors beyond their immediate school. These interactions foster new friendships, expand networks of support, and reflect the district's vision of strong interpersonal connections and mutually respectful relationships.

Through ELO-P, PSUSD is committed to doing more for more students by creating meaningful, engaging learning experiences that spark curiosity, strengthen academic success, and deepen connections between students, their schools, and the broader community.

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.

To ensure programs are meeting the needs of students, continuous monitoring occurs throughout the year. For our ASES and ELO-P after school program, formal surveys are conducted with staff, students, and administrators. At the end of each intersession program, staff and families are provided with surveys allowing them to document the successes and suggestions of the program. When appropriate, students in before or after school programs on instructional days are asked for feedback on their particular session. An advisory group comprised of staff, community members, parents, and students will be developed and meetings will be held throughout the year to obtain input on adjustments that could be made to strengthen programs and offerings.

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.

PSUSD partners with multiple community organizations to provide high quality offerings for students participating in ELO-P. The district's continuing partnership with Think Together will act as the base partnership for before and after school programming, extending the efforts begun through the district's ASES program. Collaborative efforts between PSUSD and Think Together around program planning, program implementation, and plan design adjustments will occur throughout the year, responding to the needs of students and our school communities. These partnership efforts will occur both at the district and school level to deliver consistent programming while providing some flexibility to meet school site specific needs and challenges. Regular communication and feedback loops will be established to provide opportunities for further collaboration regarding program improvement, expansion, and accessibility for all students. Feedback loops will include input from students and parents regarding the program, described further in the Continuous Quality Improvement section of the plan document. Think Together staff will receive needed trainings from PSUSD staff to ensure cohesive messaging to staff and students. Trainings may include, but are not limited to first aid, PBIS/MTSS, safety procedures, attendance, or working with students with disabilities.

Intervention and academic support programming will also include partnerships with different organizations. PSUSD staff will offer various services at sites, and Think Together will continue to provide academic support during the daily program. Partnerships with additional online and in-person tutoring organizations will supplement these efforts, in an effort to provide timely and targeted support to assist students in improving academic performance.

Programming on instructional days will include additional enrichment partners

connecting to the program through additional partnerships. Additional opportunities from these partnerships will be incorporated into ELO-P throughout the year to provide enrichment in the arts, music, sports, STEM fields, leadership, health and wellness, and other areas. Connections and partnerships developed by both PSUSD and Think Together will be combined in order to provide a wide range of enrichment opportunities, in an effort to both expand upon existing partnerships and create new connections between organizations and the district. Efforts will also be made to provide enrichment opportunities that connect to and supplement existing programs within PSUSD. Connections with CTE programs, industry partners, school-based organizations, and school-based clubs may be included as providers for enrichment opportunities throughout the year.

Intersession programs will be held at middle school campuses, allowing for more collaborative partnerships with community partners. Academic support during intersession periods will be coordinated both with PSUSD staff and through partnerships designed to best meet student needs. Enrichment modules will incorporate multiple community organizations to provide experiences in a wide range of topics, including topics in the arts, STEM fields, sports, cooking, computer programming, filmmaking, and other areas of student interest.

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.

The PSUSD ELO-P plan will be an evolving structure, adjusting to the changing needs of students and families throughout the district. The Director of Expanded Learning will closely monitor program offerings, utilizing a combination of collaborative planning, observation, feedback loops, and performance data to determine programmatic offerings, adjustments, and system changes.

Data will be collected to meet all ELO-P, ASES, and ASSETs program requirements, supporting both program improvement and reporting purposes. Access, enrollment, and attendance data will be collected to monitor student participation in various offerings, aiding in identifying program needs and future offerings. Academic performance on state and local assessments will be reviewed to determine the effectiveness of academic interventions and supports within ELO offerings, with system adjustments made in response to student performance. Other outcomes for participating students, such as chronic absenteeism and suspension rates during the instructional year, will be monitored to determine program impact in these areas.

Participating students will be surveyed as part of determining interest in potential enrichment programming and in evaluating current programmatic efforts. Survey outcomes will assist the Director of Expanded Learning and community partners in

making informed programmatic adjustments to meet the needs and interests of students. Results from district SEL surveys, LCAP surveys, and input sessions will also be used to drive adjustments in programming, responding to the needs of the district's educational partners. In addition, site administrators and teachers will be included in feedback loops to determine how the programs are working at the school site level, providing information for adjustments that may be needed to support the different needs of each school. Surveys at the end of programs, particularly those held during intersession, will be administered to families and staff to detail what is working and what can be improved upon.

Collaborative reviews of ELO-P offerings, inclusive of ASES and ASSETs program offerings, will also be part of the continuous improvement process. Community partners engaged in providing programmatic offerings, whether in daily offerings during instructional days or periodic enrichment offerings throughout the year, will be involved in collaborative and reflective processes to provide their input, receive feedback, and collaborative plan next steps in their associated offerings. The Director of Expanded Learning will work to build working relationships with community partners as part of providing a wide variety of offerings that are targeted to the needs of students and families, customized to meet those needs, and consistently improving and expanding in order to provide a high quality experience throughout the year.

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.

All program offerings related to Expanded Learning will be shared on ParentSquare in the parent's preferred language. The posts will provide the details of the program and the link on Activity Hero that families will need to use in order to enroll in any program. Offerings will be shared throughout the year and waitlists will be utilized where needed. Within Activity Hero, attendance tracking will occur for all programs.

Budget

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

The budget is attached in Exhibit A at the end of the Program Plan. The budget provides a breakdown of the anticipated expenses for the 2025-2026 school year based on prior years. The primary goal when determining expenditures is closing opportunity gaps for students in PSUSD.

Given the requirement of 30 non-instructional days, much of the funding is budgeted

towards offering solid programs that support our students in their academics and provide enriching experiences. Outside of the non-instructional days, funding is set aside for intervention and tutoring supports for all students in PSUSD, TK-12.

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

The district's Director of Expanded Learning will be tasked with the administration and management of the program. The Director will collaborate with community partners, regularly visit and observe program offerings, and consult with district and site administrators in monitoring the implementation of the program. Feedback loops and evaluation processes will be coordinated through the Director to provide consistent actionable information for monitoring and improving program outcomes and offerings.

Intersession programs will be managed by the Director of Expanded Learning and the ELO-P team, working collaboratively with school site staff and community partners to provide offerings. Offerings and program design during intersession periods will work to support learning needs from instructional days, while also providing enrichment activities to meet the nine-hour daily requirement.

ELO-P and ASES funding will be braided together to provide the full scope of offerings under this cohesive system. The Director of Expanded Learning will be responsible for managing funds in collaboration with the district's Educational Services and Business Services departments, ensuring that program expenditures meet funding requirements. Requirements specific to ASES and ASSETs program grants will be followed per the appropriate guidelines, inclusive of policies regarding attendance, enrollment, and early release. The district will regularly review and revise the ELO-P plan and ASES plan to align all structures into a single cohesive plan over time.

To ensure the proper amount of space is available for all programs, ELO-P will adhere to the PSUSD fee schedule for direct charges. This will include custodial, nutrition services staff, facilities use and utilities and any other needs. Additional funding will also be included to support warehouse staff and vehicles needed for deliveries throughout the year.

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? ☒ 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 one comprehensive and universal Expanded Learning Program.

In conjunction with community partners, PSUSD has been operating an effective ASES program for many years. Therefore, the PSUSD plan is designed to braid the funding streams into a single cohesive plan designed to service students in a nine-hours-per-day format through multiple possible experiences and offerings.

PSUSD will leverage the current ASES infrastructure as part of expanding into the full ELO-P throughout the 2025-26 academic year. ASES programs operating at all elementary and middle school sites will continue to operate per the district's ASES plan to start the 2024-25 academic year. Programs will continue enrolling transitional kindergarten and kindergarten students, ensuring that little to no waitlists exist at any site for the afterschool ASES/ELO program, providing staffing ratios can be met. Also, a before school program will continue at each middle school to support the later start time and students being dropped off prior to the start of the school day. These expansion efforts will be completed using ELO-P funds. As the fall semester progresses, enrichment opportunities will be added to the ASES program using ELO-P funding, further connecting the two programs and creating a structure where students attend ELO-P offerings, ASES offerings, or both on any given day. The expansion of enrichment opportunities continues through the second semester of the year, expanding upon available experiences and integrating additional community partners into the program.

Intersession periods will utilize ELO-P funding to provide services at sites for winter, spring, and summer intersession opportunities. These will include academic and enrichment programming that supplements the efforts of the instructional calendar while providing support as needed for skill and concept development in a variety of areas. Supplemental centralized ELO-P offerings will be added over time, further enhancing the opportunities available for students.

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?

PSUSD, along with partners, will actively recruit and prepare staff for working with students in all ELO-P placements. Specific attention will be paid in recruitment and hiring to candidate understanding of the developmental needs of younger children, including the communication and social development patterns of young children. Close monitoring of program staff will be in place to ensure that appropriate interactions are occurring, with support and training provided to further develop the skills of staff in working with transitional kindergarten and kindergarten groups. Adjustments will be made in programmatic offerings to best fit the needs of young students while providing access to a wide variety of academic and enrichment structures. Trainings may be provided by PSUSD staff or by outside agencies with a skillset in working with younger students.

Staffing will be expanded as needed to maintain the 10:1 ratio for transitional kindergarten and kindergarten groupings. Group counts will be closely monitored by the Director of Expanded Learning in order to be proactive with partners in providing additional staff members should group sizes increase. Families will be asked to indicate participation ahead of enrichment event offerings where possible in order to determine the necessary staff for maintaining ratios, especially for popular enrichment opportunities where attendance is expected to increase significantly past daily participation levels. Collaborative planning between district staff and partners will be ongoing to address any concerns regarding staff coverage, correcting the issue in a timely manner.

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?

All Expanded Learning programs will be communicated to families through ParentSquare, the district's online communication platform. ParentSquare ensures equitable access by allowing families to view materials in their home language and automatically syncing with the district's Student Information System (SIS) to ensure accuracy of student and guardian information.

Each ParentSquare post will include a registration link through ActivityHero, a new platform for families beginning in the 2025–26 school year. ActivityHero will generate rosters for each program, streamline communication with families by sending program reminders, and provide all materials in families' native languages. Access will be restricted to guardians/parents with educational rights as designated in the SIS. An electronic signature will be required for each individual program, ensuring proper consent and documentation.

All ParentSquare posts and ActivityHero records will be archived at the close of each school year and made accessible to the Director of Expanded Learning and the district's technology department for compliance and recordkeeping.

Programs held after school on district campuses will not require additional transportation. For programs occurring off-site at community venues or other locations, district transportation will not be provided; however, staff will work closely with families to share clear information regarding location, timing, and expectations to support participation.

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.

A variety of field trips will be offered as part of the Winter, Spring, and Summer Camps, all of which take place during non-instructional days. Each trip will include a strong academic component that directly connects to the lessons taught during Camp, ensuring that students are able to apply classroom learning to real-world settings. These experiences are designed to be both enriching and stimulating, helping students expand their understanding of their local community while also exposing them to opportunities beyond the Coachella Valley.

Field trips will be carefully selected to be age-appropriate for students in transitional kindergarten through 8th grade. This may mean multiple trips occur within the same Camp session to ensure the activities are developmentally appropriate and engaging for all grade levels. The duration of each trip will vary depending on the destination. For trips requiring bus travel longer than two hours, itineraries will typically include multiple stops to maximize learning opportunities, as well as a scheduled dinner break to ensure students are fed and to help minimize the impact of return traffic.

Because many venues do not allow reservations to be made far in advance, field trips for the current year will generally be booked approximately two months prior to each Camp. This approach ensures that locations remain available and that the activities

are well-suited to the program schedule and student needs. Field trips may include, but are not limited to: whale watching, zoos, farms, college trips, museums, etc. Previously, trips have included the following: Long Beach Aquarium, USS Midway, San Diego Wild Animal Park, Newport Beach whale watching, UC Irvine campus tour, Natural History Museum Los Angeles, Firebirds Hockey game, Aziz Farms, FLABOB, PS Air Museum, Children's Discovery Museum of the Desert, Greenspot Farms, Discovery Cube Orange County, Mary Pickford, etc.

Overall, the Camp field trips are designed to provide students with meaningful, hands-on learning experiences that reinforce academic content, foster curiosity, and broaden their horizons.

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.

All TK-8th grade students currently enrolled in PSUSD are able to attend any ELO-P offerings free of charge. No fees will be collected at any time. The same would apply to high schools students for any programs made available.

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.**

Elementary school sites in PSUSD serve transitional kindergarten through grade five. All transitional kindergarten and kindergarten programs within PSUSD are full day programs, following the same daily instructional schedule as students in other elementary school grades. This includes a minimum day instructional schedule on Wednesdays, requiring an expanded ELO-P time on those days. The sample elementary schedule presented outlines the daily program for the entire elementary grade range.

Elementary School Sample Schedule - Instructional Day

Monday, Tuesday, Thursday, Friday

7:45-2:35 Instructional Day

2:35-6:00 ELO-P (including ASES)

Wednesday

7:45-12:10 Instructional Day

12:10-6:00 ELO-P (including ASES)

Middle schools in PSUSD service grades six through eight. The district will use ASES and ELO-P funds to support programs. ELO-P offerings would be available before school in the model to support students arriving prior to the later school start time ASES funds will be used to support the program after school and ELO-P will be added if additional spots are needed. The sample schedule provided for middle school outlines the daily program for all middle school grades.

Middle School Sample Schedule - Instructional Day

Monday, Tuesday, Thursday, Friday

7:30-8:45 ELO-P

8:45-3:30/3:35 Instructional Day

3:30/3:35-6:10 ASES (adding ELO-P if needed)

Wednesday

7:30-8:45 ELO-P

8:45-1:10 Instructional Day

1:05-6:10 ASES (adding ELO-P if needed)

Intersession days will feature various scheduling formats depending on the program offerings. Academic and enrichment opportunities will be embedded into the nine-hour day. Intersession dates during winter, spring, and summer breaks may feature modular designs with multiple activity segments combining into a nine-hour day. A sample schedule for intersession offerings is below. This schedule is intended to be a sample, and is subject to change to meet the needs of the students, families, and specific intersession program.

Intersession Sample Schedule

Monday, Tuesday, Wednesday, Thursday, Friday

7:30-8:00 Breakfast

8:00-1:00 ELO-P academic and enrichment programming with district staff

1:00-6:00 ELO-P enrichment programming with community-based organization

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

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

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

- (A) For at least 30 non-schooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at 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 area.

Grades Served

EC Section 46120(b)(4):

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

Partners

EC Section 46120(b)(6):

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

Audit

EC Section 46120(c)(1):

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

Snacks and Meals

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

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

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

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

Staff Minimum Qualifications, Ratio

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

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

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

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

Exhibit A

ELO-P 2025/2026 Budget Projections

Object	Projected Budget	Description
1000-1999	4,016,476.00	Elementary Assistant Principals (10 employees: ELO-P pays 25% of salary)
		Middle School Assistant Principals (1 at each site, 5 employees: ELO-P pays 25% of salary)
		Director of Expanded Learning Salary
		2 Teachers on Special Assignment (TOSA)
		Certificated timecards for before/after school intervention and enrichment, non-instructional days
2000-2999	740,316.00	Expanded Learning office staff salaries
		Clerical support OT and extra duty at school sites before/after school, non-instructional days
		Nutrition services staff (ELO-P pays for some employees to be 12 months to ensure staffing is present for non-instructional days)
		Health Services OT and extra duty to support students with medical needs in ELO-P programs
		Classified support OT and extra duty at school sites before/after school, non-instructional days
3000-3999	1,566,847.00	Certificated and classified benefits and fringes
4000-4999	672,818.00	Materials and supplies for before/after school and non-instructional day programs
5000-5999	3,349,844.00	Use of facilities
		Custodial services
		Arbiter for middle school intramurals
		Sub-agreements for services
		Field trips
		Transportation
5100	8,541,130.00	Contracts supporting before/after school and non-instructional day programs
		Medical Support contract for students with medical needs attending before/after school and non-instructional day programs
6270	2,500,000.00	ELO-P specific facility projects
7310	597,359.00	Indirect @ 5.83%
Total:	21,984,790.00	