

Madera Unified School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Prepared by:

Suzanne Dudney
Director of Expanded Learning Programs
Madera Unified School District
1902 Howard Road
Madera, CA 93637

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Madera Unified School District

Contact Name: Suzanne Dudney, Director of Expanded Learning Programs

Contact Email: suzannedudney@maderausd.org

Contact Phone: (559) 481-4810

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

Alpha Elementary School	Millview Elementary School
Berenda Elementary School	Nishimoto Elementary School
Cesar Chavez Elementary School	Parkwood Elementary School
Dixieland Elementary School	Sierra Vista Elementary School
Eastin-Arcola Elementary School	Virginia Lee Rose Elementary School
George Washington Elementary School	Jack G. Desmond Middle School
Howard Elementary School	Martin Luther King Jr. Middle School
James Madison Elementary School	Thomas Jefferson Middle School
James Monroe Elementary School	Madera Technical Exploration Center
John Adams Elementary School	Madera High School
John J. Pershing Elementary School	Madera South High School
LaVina Elementary School	Matilda Torres High School
Lincoln Elementary School	Mountain Vista High School

Governing Board Approval Date: October 28, 2025

Review/Revision Date: October 28, 2025

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 the 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 whether the program will be offered on the school site or off campus. If not on-site, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Madera Unified School District's (MUSD) Expanded Learning Opportunities Program (ELO-P) is committed to providing students with a safe, supportive, and nurturing environment that promotes academic, social-emotional, and physical well-being.

Program Location and Supervision:

- Programs offered on the MUSD school sites will have staff clearly identified with an ID Badge and visible to welcome and release students.
- When enrichment opportunities are held off-site with community partners, only fully vetted vendors (through the MUSD Request for Proposal process) are used. Transportation is provided from students' schools of residence/attendance to the partner site.
- Supervision will be provided with a 20:1 Student-to-staff ratio for grades 1-12 and 10:1 for grades TK and Kindergarten.

Staff Training and Safety Protocols

- Athletics staff are trained in CPR, first aid, and general safety procedures.
- A Health and Wellness staff member (nurse or health clerk) will be on-call or on-site as needed to provide services for students with special medical needs.
- MUSD security officers will be on-site or on-call to assist program staff as needed
- Program staff receive the ELO-P Emergency Standard Operating Procedures or School Site Safety Plans, which include evacuation, lockdown, and emergency communication protocols.

- MUSD staff are trained to promote and employ the Positive Behavioral Interventions and Support (PBIS) skills aligned with the regular school day.

Incident Reporting and Health Records

- Emergency contact information will be accessible on-site through access to the student information database and/or enrollment applications.
- Staff follow district protocols for reporting, documenting, and responding to incidents to ensure accountability and communication with families.
- Health records are maintained in accordance with district and state guidelines to support student safety and privacy.

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 actively build positive, trusting, and inclusive relationships with students. Activities encourage teamwork, collaboration, and peer-to-peer support while celebrating student strengths, interests, and diverse cultural backgrounds. Staff intentionally integrate social-emotional learning (SEL) into daily routines, emphasizing self-awareness, relationship skills, and responsible decision-making. The Program promotes high expectations paired with individualized support, ensuring that all students feel respected, encouraged, and valued.

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.

Students will be offered a choice of highly engaging, hands-on enrichment courses that allow them to explore athletics, career and technical education, STEM, and visual and performing arts. Students will be provided opportunities to engage in structured, high-interest, diverse activities within the courses. Activities are designed to give students opportunities to collaborate, exchange perspectives, follow group norms, and showcase their learning.

MUSD ELO-P partners with community vendors to offer courses that draw from the resources and expertise within the local and surrounding communities. In addition, the Madera Unified School District's Community Athletics and Recreation Department (CARD) offers students in grades TK-8th numerous athletic camps focused on skill development, teamwork, and sportsmanship.

Students and families are surveyed at the beginning of the year, and feedback is collected at the end of each program to guide course planning and ensure offerings remain relevant, engaging, and aligned with student interests and needs.

3—Skill Building

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

The MUSD ELO-P provides students with intentional opportunities to develop 21st-century skills, including creativity, critical thinking, collaboration, and effective communication. Courses include clearly communicated learning goals and hands-on projects that encourage students to work in groups, present and support ideas, consider diverse perspectives, and showcase their learning.

Because students self-select courses based on their interests, they take ownership of their learning, remain engaged, and are motivated to master new skills. Program staff further support students by connecting learning to real-life applications, exploring career pathways, and fostering a sense of personal and social responsibility that prepares them for future success.

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.

The MUSD ELO-P actively incorporates student voice and leadership into program design and implementation. Students are surveyed at the beginning of the year to guide course offerings, and feedback is collected at the end of each course to inform ongoing program quality and improvement.

Within courses, students are encouraged to take on authentic leadership roles by collaborating in groups, facilitating discussions, sharing perspectives, and taking responsibility for projects. Opportunities to mentor peers and showcase learning further develop leadership skills and confidence.

Additionally, partnerships with community vendors connect students with organizations that offer meaningful, real-world applications of leadership and service. When available, internship opportunities are offered to high school students, providing them with hands-on experiences at local businesses and organizations that foster career awareness, responsibility, and the development of transferable skills.

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.

The MUSD ELO-P promotes healthy lifestyles by providing nutritious meals and snacks, daily opportunities for physical activity, and developmentally appropriate course options. Students are encouraged to make healthy choices through self-selection of enrichment courses, structured physical activities, and participation in Social-Emotional Learning (SEL) experiences embedded in program courses. In partnership with the MUSD Community Athletics and Recreation Department (CARD), students also have access to athletic camps and recreation programs that emphasize movement, fitness, skill development, and sportsmanship..

Nutritious meals (breakfast and/or lunch, as appropriate) and snacks are provided daily by the District's Child Nutrition Department, in alignment with California Nutritional Guidelines and the California Education Code. When off-site activities require an outside vendor, the District's Child Nutrition Department may be consulted to ensure that all students continue to receive balanced and adequate meals. Through this combination of nutrition, physical activity, and SEL integration, the MUSD ELO-P helps students build habits that support lifelong health and well-being.

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.

The MUSD ELO-P is committed to creating an environment that is welcoming, inclusive, and accessible to all students in Madera Unified School District. Outreach materials are distributed through multiple platforms (ParentSquare, social media, and paper flyers) and provided in both English and Spanish to ensure families are informed. Enrollment is open to all TK–6 students, with priority given to foster and homeless youth, English learners, and students who qualify for free or reduced-price meals.

All MUSD staff participate in ongoing professional learning, including the Student Champion course, which strengthens their capacity to create supportive, culturally responsive environments and ensure every student is valued and respected. Staff apply this training daily to foster equity and inclusion across programs.

The MUSD ELO-P welcomes all students, including those with disabilities, multilingual learners, and others who may face barriers to participation. Whenever possible, the same accommodations provided during the regular school day are extended into the program. Additional barriers are addressed on a case-by-case basis, with lesson plans adapted and supports provided to ensure full participation in all activities. The program also celebrates cultural and linguistic diversity through enrichment courses, events, and activities that highlight the histories, traditions, and artistic expressions of the diverse communities within Madera Unified School District.

7—Quality Staff

Staff Engagement

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

The ELO-P is staffed by MUSD employees and supported through enrichment and athletics programs offered by the MUSD Community Athletics and Recreation Department (CARD) and community partners. Staff are intentionally recruited and trained to build positive relationships with students, families, and one another, creating a safe and welcoming environment. CARD expands student opportunities by partnering with community recreation sports organizations, such as Babe Ruth and Little League Softball, covering participation costs for MUSD students to ensure equitable access. Students and families provide feedback at the end of each course, which informs staffing and course offerings to better reflect community needs and interests.

Minimum Staff Qualifications

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

All staff who directly supervise students meet the minimum qualifications of a paraprofessional aide with MUSD, including completion of forty-eight units from a nationally accredited college or university, an Associate of Arts degree (or higher), or successful passage of a local assessment test. Staff complete all required health and safety screenings, including DOJ and FBI fingerprint clearance, tuberculosis testing, and other district requirements.

Coaches from CARD partner organizations are required to have DOJ Live Scan clearance, CPR and First Aid certification, training in Coaching Principles, and completion of child abuse prevention training.

The MUSD ELO-P maintains staffing ratios of 20:1 for grades 1–12 and 10:1 for TK and Kindergarten, consistent with Education Code 46120(b)(2)(D).

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 during the instructional days or the non-school days. (See [EC Section 46120(b)(8)]).

To ensure high-quality programming, staff participate in comprehensive onboarding and ongoing professional development. Training includes safety protocols, CPR/First Aid, mandated reporter responsibilities, Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), and culturally responsive practices. Staff also participate in MUSD's Student Champion course, which enhances their ability to create inclusive and supportive environments. Professional learning communities, on-site coaching, and workshops further enhance staff growth.

In accordance with EC 46120(b)(8), the program may close for up to three days during the school year or non-school days to provide targeted professional development for staff.

8—Clear Vision, Mission, and Purpose

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

The MUSD ELO-P is guided by a clear vision, mission, and purpose that align with the district's commitment to providing safe, supportive, and enriching opportunities for all students beyond the regular school day.

Our Vision: To empower young minds through year-round, hands-on learning experiences that foster curiosity, creativity, and resilience, preparing them to excel in academia and beyond.

Our Mission: Foster inclusive innovation, bridge gaps, inspire exploration, and ensure every learner thrives in a dynamic environment.

Our Values:

Inclusivity: We value diversity

Innovation: We embrace creativity

Collaboration: We bring people together

Excellence: We aim for the highest quality

Empowerment: We favor self-discovery

Community: We foster a sense of belonging

Growth: We adapt to meet the needs

The purpose of the MUSD ELO-P enrichment courses and intersessions is to:

- Provide a safe and supportive learning environment outside of regular school hours.
- Provide students with opportunities to engage in learning and enrichment activities.
- Support students in investigating their natural curiosity about the world around them.
- Provide opportunities to develop new skills while exploring new subjects and interests.
- Increase student motivation and connection to school.

9—Collaborative Partnerships

Students and Families

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

Students and families play a crucial role in the design and ongoing improvement of the MUSD ELO-P. Input is collected through surveys, course feedback, and through various Parent Advisory meetings held by different MUSD departments. This feedback helps identify student interests, family needs, and priorities for enrichment offerings, ensuring the program remains relevant, engaging, and responsive to these needs.

Families also receive regular updates through ParentSquare, social media, school newsletters, and flyers sent home with students and by mail, all of which are provided in both English and Spanish. Ongoing communication and involvement empower families to remain active partners throughout the year.

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.

Madera Unified School District (MUSD) actively collaborates with a wide range of partners to provide students with meaningful, real-world enrichment opportunities. The MUSD Community Athletics and Recreation Department (CARD) expands access to athletics and recreation programs, including partnerships with Babe Ruth and Little League Softball, which cover participation costs for MUSD students and ensure equitable access to organized sports.

In addition, the California Teaching Fellows Foundation (CTFF) provides trained Teaching Fellows who staff after school and intersession programs across all grade levels. The Madera County Arts Council and MUSD's Arts Education Department expand access to visual and performing arts. The City of Madera Parks and Community Services offers creative camps that focus on making healthy choices, promoting physical activity, and fostering recreation. The Madera District Fair offers agricultural education through Fair Camps and behind-the-scenes learning experiences. The Fresno Chaffee Zoo engages students in science through Zoo Camps, docent-led tours, and career exploration programs, while the San Joaquin River Parkway and Conservation Trust provides experiential, environmental learning opportunities. Growth Point Technologies Inc. delivers hands-on STEM courses designed to challenge students' critical thinking and problem-solving skills. The High Performance Academy (HPA) supports academic

achievement, physical health, and socio-emotional well-being through sports and wellness programs. The MUSD College and Career Readiness Department through their Career Technical Education (CTE) programs introduces elementary students to career pathways, ensuring students connect early to real-world skills.

Beyond these highlighted organizations, MUSD ELO-P partners with numerous additional community-based organizations, agencies, and service providers to deliver a rich and varied array of educational and enrichment programs across the arts, STEM, athletics, literacy, wellness, and cultural learning. All outside vendors are vetted through the MUSD Expanded Learning Department's Request for Proposal (RFP) process and must meet strict requirements, including DOJ Live Scan clearance.

The MUSD ELO-P is also aligned with district initiatives, such as Community Schools and the Multi-Tiered System of Support (MTSS) framework, to ensure consistency in academic, behavioral, and social-emotional supports. This coordination enables ELO-P staff, school-day educators, and community partners to collaborate in addressing learning barriers, connecting families with resources, and promoting equity and access for all students.

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 MUSD ELO-P engages in an intentional Continuous Quality Improvement (CQI) cycle to ensure the program is responsive to student needs and consistently improving in quality and impact. The program utilizes the Quality Standards for Expanded Learning as the foundation for reflection and planning, complemented by data from multiple sources.

Data will be gathered from students, staff, parents/families, and community partners through surveys, observations, interviews, listening sessions, and self-assessments. Course-specific evaluations and program-wide surveys will capture feedback on student engagement, enrichment opportunities, and social-emotional learning outcomes. Attendance and participation data will also be tracked as indicators of program effectiveness and student connectedness.

Program staff will analyze and reflect on the collected data to identify strengths, challenges, and trends. Findings will be discussed with stakeholders to determine areas for improvement and to inform adjustments to course offerings, program structure, and staff support. This reflective process ensures that ELO-P decisions are evidence-based, aligned with student and family priorities, and focused on improving outcomes in areas

such as perseverance, collaboration, academic mindset, and conflict resolution.

By engaging in this structured CQI process, the ELO-P continuously refines its design and delivery to ensure students experience meaningful, engaging, and high-quality enrichment opportunities.

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.

The MUSD ELO-P follows all federal, state, and local requirements and adheres to Madera Unified School District (MUSD) Board Policy (see Board Policy here: <https://www.madera.k12.ca.us/page/206>), as well as established district policies and procedures. MUSD contracts with two vendors to support accurate program data collection: ERC provides attendance tracking and reporting for After School Programs (ASP), and InPlay is used for ELO-P registration. Both systems are fully coordinated with MUSD's Student Information System (Aeries), ensuring consistent documentation, accurate enrollment, and reliable attendance tracking across programs. Additionally, both ELO-P and ASP adhere to the school site safety plans, which are accessible through the Expanded Learning Programs Department. Staff and students participate in safety drills (e.g., lockdown, fire, and earthquake) that align with regular school-day procedures, ensuring consistency and preparedness across all programs. MUSD also maintains appropriate insurance coverage to protect staff, administrators, volunteers, participants, and families.

Program Oversight and Management

The MUSD ELO-P is overseen by the Associate Superintendent of Educational Services and managed daily by the Director of Expanded Learning Programs, the Expanded Learning Program Manager, and the Expanded Learning Program Supervisor. This leadership team is responsible for coordinating operations, scheduling, staffing, and course offerings, while maintaining open communication across MUSD departments and with community partners. Additional personnel are added as needed to support program expansion, facilities development, and specialized initiatives.

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 MUSD ELO-P budget reflects the needs of students and families by supporting equitable access to high-quality enrichment opportunities. Possible expenditures required to operate the MUSD ELO-P include, but are not limited to:

- Meals and snacks
- Purchase, building, and upgrading of facilities as necessary to support program operations
- Transportation
- Personnel salaries and benefits
- Equipment and supplies
- Travel and conference expenses
- Rentals and leases
- Student registration fees
- Field trips
- Outside contracted services and community partner agreements
- Hardware, software, and licenses
- Postage and communications

MUSD maintains a strong fiscal management system to ensure that all expenditures are reasonable, necessary, and allowable under state and federal guidelines. The Fiscal Services Department collaborates closely with the Expanded Learning Department to monitor and report expenditures, ensuring transparency, accountability, and alignment with program goals.

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

Budget decisions are informed by data on student participation, attendance, and stakeholder feedback, ensuring that resources are aligned with program priorities and evolving needs. This process guarantees that ELO-P funds directly support high-quality enrichment experiences that benefit students and families across the district.

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 Century 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.

ASES, 21st CCLC, and ELO-P funding sources are coordinated and integrated to create one comprehensive and universal Expanded Learning Program for Madera Unified School District (MUSD). In alignment with state expectations, the most stringent programmatic requirements of the three grants serve as the guiding standard for all After School Programs (ASPs), intersessions, and enrichment opportunities. This ensures consistency, equity, and high quality across all programs.

Funding from all three sources is strategically aligned to expand program access, improve facilities, and enhance enrichment opportunities. Specific uses include, but are not limited to:

- Expanding and upgrading existing facilities, as well as building new ones, to support program growth.
- Providing resources for ASPs (e.g., communication radios, storage, equipment, staff shirts).
- Expanding high school ASP programs.
- Increasing staffing to accommodate and address the needs of all students.
- Expanding ASP to serve TK and Kindergarten students.
- Adding before-school enrichment opportunities.
- Offering additional enrichment courses outside of ASP during the school year.
- Expanding Arts Education programs for TK–6 students.
- Expanding athletic programs, including traditional and non-traditional sports, for TK–6 students.

- Improving and expanding elementary and middle school athletic facilities to support ASP, winter, and summer programming.
- Providing 30 days of extended learning during non-school days, including winter and summer intersessions, summer school, and enrichment camps.

To ensure accountability, MUSD uses a unified management system to track program outcomes and fiscal expenditures across ASES, 21st CCLC, and ELO-P. Each funding source is monitored through separate budget codes but is coordinated under a single program plan. The Business Services Department collaborates with the Expanded Learning Department to ensure all expenditures are reasonable, necessary, and allowable under the most stringent grant requirements. Regular monitoring includes reconciliation of expenditures, reporting to CDE, and alignment checks to confirm that staffing ratios, attendance, and program hours meet compliance expectations.

By aligning all three funding streams into a unified program, MUSD ensures Expanded Learning opportunities are accessible, equitable, and sustainable. This integrated model enhances program reach, optimizes resources, and increases the overall impact on student achievement, social-emotional development, and family engagement.

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?

The MUSD ELO-P provides enrichment specifically designed to meet the developmental needs and interests of Transitional Kindergarten (TK) and Kindergarten students. Enrollment and staffing will maintain the required 10:1 student-to-staff ratio, as specified in EC Section 46120(b)(2)(D).

Staff recruitment will prioritize individuals with experience working with young children. This includes drawing from MUSD's current pool of TK and Kindergarten teachers, After School Program (ASP) staff, and preschool staff who are trained in early childhood practices. Additional hires will meet the district's minimum qualifications for paraprofessional aides and will be selected for their background in supporting early learners. New staff will receive orientation and training focused on child development, classroom management, and strategies for supporting social-emotional and academic growth in younger students. Ongoing training will support staff in understanding the unique needs of TK and Kindergarten students.

Activities are aligned with California State Curriculum Guides and focus on play-based,

developmentally appropriate learning. Students engage in hands-on STEM play, music and movement, arts projects, storytelling, dramatic play, and outdoor exploration to build social, academic, and physical skills.

By combining lower student-to-teacher ratios, trained staff, and developmentally informed curricula, MUSD ensures that TK and Kindergarten students have safe, supportive, and enriching Expanded Learning opportunities.

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?

Madera Unified School District (MUSD) ensures that ELO-P information is communicated to families using culturally and linguistically appropriate methods. Outreach materials are distributed in both English and Spanish, the two most widely spoken languages in the district, and shared through multiple channels, including ParentSquare, the MUSD and Expanded Learning Department's website, social media, district newsletters, and paper flyers sent home with students. Program staff are available at school sites and district events to answer questions and support families with the enrollment process in their preferred language.

All TK–6 students are eligible to participate, with priority registration given to foster and homeless youth before general registration. Enrollment for ELO-P is managed through InPlay, the district's digital registration platform, which integrates with the Student Information System, specifically Aeries. Forms can be completed electronically or on paper, with paper applications securely stored at the Expanded Learning Programs Department. Digital applications are stored electronically within the Expanded Learning Department's Google Drive system.

For After School Programs (ASP), applications are completed digitally and maintained through the ERC attendance system. Parents also use ERC to sign their students in and out daily, and all forms are maintained electronically. To ensure equitable access, all families are guaranteed a spot in ASP if they complete applications during the open enrollment period at the end of the previous school year.

To further support access, MUSD staff assist families in completing digital applications, particularly for those with limited technology resources. The Expanded Learning Department also maintains a dedicated call center and email address, allowing parents to easily reach out for assistance or questions related to registration, transportation, or program details.

MUSD provides transportation for ELO-P students to ensure equitable access. Transportation is provided from the student's school of residence/attendance to the program site, including community-based vendor locations when enrichment activities are

held off-campus. ASP students are provided with bus service to their neighborhood bus stop after program dismissal, ensuring families have a safe and reliable option for their children to travel home. This support removes barriers for families, ensuring that students can participate fully in expanded learning opportunities regardless of their transportation needs.

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 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 date(s), duration of the trip, grade level(s) participating, and transportation arrangements.

The Expanded Learning Opportunities Program (ELO-P) provides field trips that are directly tied to academic and enrichment program components, reinforcing classroom learning with real-world experiences. These trips are designed with clear learning objectives to ensure students grow academically, culturally, and socially.

Field trips extend enrichment courses beyond the classroom and connect students with cultural, scientific, and community resources. Students develop skills such as observation, critical thinking, collaboration, and cultural awareness. For example, visits to the Fresno Chaffee Zoo reinforce science and conservation lessons, while agricultural field trips to the Madera District Fair strengthen knowledge of local history, careers, and food systems. The MUSD Arts Education Department also coordinates Cultural Day trips during the summer, allowing students to experience museums and live theatre productions at civic centers across the state, including San Francisco, and expose them to arts and culture they may not otherwise encounter. Even recreational trips are educationally structured—for example, a visit to Wild Water Adventures Park incorporates a sports camp model that teaches water safety, teamwork, and physical fitness. Most trips include pre- and post-activities, allowing students to reflect on their experiences and make direct connections to enrichment goals.

Educational field trips are offered on non-school days (winter and summer intersessions, weekends, and summer enrichment camps) to complement rather than duplicate the

instructional day. Trips are planned by grade level to ensure activities are developmentally appropriate, with opportunities provided for students from TK through 12th grade. Duration varies by site and program, typically ranging from half-day to full-day experiences.

Transportation is coordinated through MUSD, ensuring safe travel to and from field trip sites. All trips comply with ELO-P program requirements, including maintaining staffing ratios (20:1 for grades 1–12 and 10:1 for TK/Kindergarten) and ensuring staff meet minimum paraprofessional aide qualifications. MUSD also follows all district policies for field trips, including approval processes, permission forms, and safety procedures.

ELO-P funding is only used for educational field trips organized and coordinated by the Expanded Learning Department. These trips align with enrichment goals in STEM, arts, athletics, career pathways, and cultural learning, and are designed to expand opportunities for students who may not otherwise have access to these experiences. By providing safe, structured, and meaningful field trips, MUSD ensures that all students can deepen their learning 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 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.

MUSD does not collect fees for Expanded Learning Opportunities Programs.

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.**

Sample Program Schedule – Regular School Day and Expanded Learning

Elementary School (including TK & Kindergarten)

7:45 am – 8:00 am – Breakfast

8:00 am – 2:45 pm – Instruction with classroom teacher (includes lunch and recess or breaks)

2:45 pm – 6:00 pm – After School Program option (nutritious snack, homework assistance/academics, enrichment, and outdoor physical activity)

Sample Program Schedule - Summer School

Elementary School (Includes current year TK & Kindergarten)

7:30 am – 8:00 am – Breakfast

8:00 am – 12:15 pm – Academic Instruction (includes recess or break)

12:15 pm – 12:45 pm – Lunch

12:45 pm – 5:00 pm – After School Program option (includes snack, enrichment, outdoor physical activity, and recreation options)

Sample Program Schedule - Winter/Summer Intersessions

Elementary (Includes current year TK–6)

7:30 am – 8:00 am – Breakfast

8:00 am – 12:00 pm – Enrichment courses (includes recess or break, hands-on learning, and outdoor activities)

12:00 pm – 12:45 pm – Lunch

12:45 pm – 5:00 pm – Enrichment courses (includes break, snack, hands-on learning, and outdoor activities)

Middle/High School

7:30 am – 5:00 pm – Various enrichment and ASP options are offered (includes breakfast, lunch, and snacks as appropriate)

Expanded Learning Days

The 30 expanded learning days offered beyond the regular 180-day instructional calendar are provided through a combination of winter intersession, summer school, and summer enrichment opportunities. Some enrichment courses may also be offered on Saturdays. All schedules include both educational and enrichment elements, ensuring that students receive at least nine hours of programming per day through the instructional day, plus ELO-P.

Additional Legal Requirements

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

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

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

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

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

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

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

- (A) For at least 30 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, 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.