

Jurupa Unified Expanded Learning Opportunities Program Plan Guide



Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Jurupa 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. Camino Real Elementary
2. Del Sol Academy
3. Glen Avon Elementary
4. Granite Hill Elementary
5. Ina Arbuckle Elementary
6. Indian Hills Elementary
7. Mission Bell Elementary
8. Pacific Avenue Academy of Music
9. Pedley Elementary
10. Peralta Elementary
11. Rustic Lane Elementary
12. Sky Country Elementary
13. Stone Avenue Elementary
14. Sunnyslope Elementary
15. Troth Street Elementary
16. Van Buren Elementary
17. West Riverside Elementary
18. Mission Middle School
19. Jurupa Middle School
20. Mira Loma Middle School

Governing Board Approval Date: January 20, 2026

Review/Revision Date: January 20, 2026

Review/Revision Date: January 17, 2023

Purpose

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

Definitions

“Expanded learning”:

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

“Expanded Learning Opportunities”:

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

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

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

Approving and Posting Program Plans

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

Revisions/Changes

Reviewing and Revising Program Plans

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

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

1—Safe and Supportive Environment

Physical Safety

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

The Jurupa Unified School District's Expanded Learning Opportunities Program (ELOP) is designed to provide a safe, enriching, and supportive environment for students during non-school hours—reflecting the top priority as identified by our parent community. The District partners with high-quality community-based organizations (CBOs) to deliver student-centered programs that fully meet all state and federal grant requirements. Programs are offered at each school site.

Our primary CBO partner, Think Together, provides expanded learning programs intentionally aligned with the regular school day to ensure a combined instructional and expanded learning day of at least nine hours. At sites operating ASES or 21st CCLC programs, ELOP funding enhances and integrates services so that all Jurupa students benefit from one cohesive, comprehensive expanded learning program.

In addition to after-school programming, JUSD operates the Next Level Summer Program, which offers students a blended model of enrichment and standards-aligned academic learning within a nine-hour day and includes an optional Attendance Recovery component. Spring Break and additional non-school day Expanded Learning program also provides families with safe, structured environments for their children for up to nine hours on days when school is not in session.

Student physical and emotional safety remains the highest priority across all ELOP operations. To ensure programs meet the expectations of our community, core program elements include:

Robust Safety Protocols: Consistent implementation of clear check-in/check-out procedures and supervision systems across all sites to ensure continuous, accountable student

supervision—identified by parents as a leading priority.

Highly Qualified Staff: Commitment to working with our CBO partners to ensure all personnel are appropriately trained, background-checked, and equipped to deliver high-quality programming, addressing the community's highest staffing priority.

Clear and Ongoing Communication: Regular communication with stakeholders through meetings, events, and written/verbal updates to ensure transparency and alignment with school and district goals.

Legal and Program Compliance: Adherence to all state staffing ratios (1:20 for general education, 1:10 for TK/K), daily attendance tracking requirements, and mandated trainings. All staff are designated Mandated Reporters and receive safety and compliance training.

ELOP is also used to fund support personnel, healthy meals/snacks, supplies, and operational needs required to maintain high-quality programs, including facility cleaning and supplemental instructional and enrichment materials. As warranted, funds are also used for maintenance or infrastructure improvements directly related to student safety and the creation of supportive learning environments.

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.

Jurupa Unified School District's after-school programs provide a welcoming, positive, and enriching environment beyond the regular school day. Students develop their social-emotional learning (SEL) skills by engaging in collaborative activities and games that strengthen their interpersonal skills. The after-school programs also reinforce positive behavior through an extension of the district's PBIS model, recognizing and rewarding students for demonstrating expected behaviors.

In addition, after-school programs collaborate closely with families and school-day staff to ensure that student supports are effectively extended beyond the classroom. Jurupa Unified provides ongoing training and support to program staff, equipping them with tools for de-escalation and effective classroom management. Each site also offers a designated calming corner for students.

Students are encouraged to participate in establishing group norms and expectations, which are reviewed daily along with behavior expectations for each program setting. This consistent reinforcement helps students remain safe, engaged, and successful in all components of the after-school program.

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 Expanded Learning Opportunities Program in Jurupa engages students in activities that promote collaboration and expose them to a wide range of enriching experiences. Enrichment opportunities and support tools—such as curriculum resources, technology, and hands-on instructional materials—enable a variety of interactive activities designed to strengthen social-emotional learning, literacy, communication, collaboration, critical thinking, creativity, and empathy.

To further enhance the student experience, the district partners with a variety of specialized vendors who are experts in engaging students through active, hands-on learning. These partners provide high-quality experiences in areas such as cooking, STEM, Folklórico dance, chess, art, music production, and sports. Each vendor rotates through school sites throughout the year, delivering grade-specific lessons and interactive activities that promote movement, creativity, problem-solving, and sustained engagement. Every experience is uniquely designed to meet the developmental needs of our students while enriching their learning beyond the school day.

District leaders coordinate closely with contracted partners to ensure that all enrichment activities are intentionally aligned with after-school learning goals and enhance the support students receive during regular school-day instruction.

Through ELOP funding, the District also supports the 100 Mile Club Program for all elementary students in Jurupa. This community-based program encourages students and their families to work together toward a shared mileage goal through activities and events held both in the community and on school campuses outside of the regular school day. The program not only promotes and celebrates students' active lifestyles but also provides meaningful opportunities for families to participate alongside their children.

3—Skill Building

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

Jurupa's outside-of-school programs provide a comprehensive range of learning experiences designed to strengthen both academic achievement and essential 21st-century skills. Students engage in enrichment activities that promote communication, teamwork, critical thinking, creativity, and problem-solving. Through diverse, hands-on projects, students have opportunities to practice, expand, and acquire new skills in meaningful, age-appropriate ways.

To ensure targeted academic support, a standardized, norm-referenced assessment

is used to identify individual learning needs, which establishes a personalized learning pathway. These adaptive pathways are accessed during after-school program hours through online platforms that adjust instruction in real time, allowing students to work at their own pace while reinforcing core academic skills. High-dosage tutoring further enhances this support by providing consistent, focused assistance aligned with each student's learning goals.

During the summer session and NIDs, the curriculum is intentionally designed around key English language arts, mathematics, and science standards. This focus supports learning acceleration, retention of essential concepts, and smooth transitions into the upcoming school year.

By building and maintaining strong partnerships with school-site administrators, teachers, support staff, and community partners, the ELO-P program is well-positioned to meet student needs and complement the school-day environment. This coordinated approach ensures that students receive consistent, data-informed support that promotes academic growth, skill development, and overall success beyond the traditional classroom.

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.

We are committed to fostering meaningful opportunities for student leadership and ensuring that the youth voice plays an integral role in program design and implementation. Students are regularly engaged in restorative practices that promote reflection, communication, and shared problem-solving, helping them build confidence and self-advocacy skills within a supportive environment.

To better understand student perspectives and needs, staff administer surveys and collect ongoing feedback throughout the year. In addition to formal assessments, students are surveyed frequently (informally) about their interests, preferred activities, and enrichment priorities. This information directly informs program planning, allowing students to shape the experiences offered during the program day and ensuring activities remain relevant, engaging, and aligned with their needs. Student choice in selecting activities and rotations provides students with flexibility in how they choose to participate in after-school activities of high interest (i.e., clubs).

ELOP also provides structured leadership roles at every campus—such as classroom greeters and other site-based leadership opportunities—to help students develop skills such as responsibility, public speaking, collaboration, and initiative.

By elevating student voice, honoring student choice, and creating spaces for leadership development, the program cultivates agency, ownership of learning, and long-term success both within the academic setting and beyond.

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.

School meals and snacks play an essential role in supporting student health and learning, improving focus, behavior, and overall academic performance. Many students rely on school-provided meals as their most consistent source of nutritious food, which are offered at no cost daily to all ELOP participants. During intersession programs, breakfast, lunch, and supper are provided to enrolled students, in compliance with federal regulations and the District's Wellness Policy. These meals complement daily opportunities for physical activity, helping students maintain energy, focus, and overall wellness.

In addition to nutrition and physical activity, ELO-P emphasizes social-emotional development and responsible decision-making. Students are given structured reflection time to consider the choices they make and the consequences of their actions. Calming corners at each site provide a dedicated space for students to pause, self-regulate, and make thoughtful decisions rather than reacting impulsively. For older youth, responsible decision-making discussions address real-world issues, such as cell phone policies and respectful behavior in a digital world. Curriculum and enrichment activities are designed around these reflective and analytical situations, helping students practice evaluating options, understanding outcomes, and making choices that support their personal growth and the well-being of their community.

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.

Jurupa Unified School District and its community-based organization (CBO) partners are committed to creating safe, inclusive, and welcoming environments for all students, staff, volunteers, and community stakeholders. The program does not and shall not discriminate based on race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation, or military status. No student is denied participation in the program.

To ensure equitable access, transportation is provided on Non-Instructional Days (NID) when programs are not offered at every site. Parents are asked to share information regarding their child's needs, including medical or disability-related requirements, so that qualified staff can provide appropriate supports. For example, interpreters are available for students who are hard of hearing, and staff collaborate with parents and school-day personnel to meet medical needs, such as for students with diabetes. Special education students receive additional supports, including visual schedules, fidget tools, and frequent breaks, to ensure their success in the program.

The curriculum taught is culturally responsive; enrichment lessons celebrate diversity and student voice. The district regularly reviews community and school data—such as English learner status, income, and parent education levels—to continuously improve programming and ensure it meets the needs of all students.

7—Quality Staff

Staff Engagement

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

JUSD partners with CBOs and outside vendors to provide portions of ELOP services. These partnerships ensure the design and delivery of a high-quality, comprehensive program aligned with District and individual school site goals, initiatives, and instructional strategies. Staff receive ongoing professional development, and program leadership works closely with partners to ensure alignment with JUSD standards and maintain consistent quality across all sites.

Each elementary site also includes a JUSD Activity Facilitator, a District employee responsible for building strong relationships with students while ensuring safe and appropriate interactions between students, adults, and on-site CBO or vendor staff. The presence of JUSD staff integrated within the CBO partnerships strengthens program cohesion, unifies engagement strategies, and reinforces the quality of staff interactions and support students receive.

Program staff collaborate with school-day personnel, parents, and community partners to meet student needs and ensure continuity between after-school and regular instructional activities. Additionally, program leadership maintains overall compliance with all grant requirements on behalf of the District, ensuring integrity, quality, and effectiveness across the ELO-P.

Monthly partnership meetings with CBOs and JUSD District leadership ensure alignment in vision and implementation of quality staff interactions. Monthly Principal meetings with site leaders also provide an avenue to offer site administrators support regarding any areas of need or growth for quality staff engagement.

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)]).

In the Jurupa Unified School District, instructional aides are required to be high school graduates or possess an equivalent credential. They must also demonstrate proficiency in English usage, vocabulary, spelling, and punctuation, as well as have prior experience working with children and/or adolescents.

JUSD ensures the safety of all students by conducting thorough background checks on staff from all community-based organizations outside of Think Together. Think Together contracts include specific language guaranteeing that all staff are fully background checked in accordance with health and safety requirements.

Minimum staffing ratios are maintained to ensure safe and effective supervision: 10:1 for Transitional Kindergarten and Kindergarten, and 20:1 for grades 1–8. Rosters are used to assign each front-line staff member to specific students. In the event a staff member is absent or additional students are enrolled, an overflow system is implemented to redistribute students while maintaining appropriate ratios. Overflow assignments are clearly documented on hardcopy attendance rosters to indicate which adult is responsible for each student at all times.

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

Program Leaders facilitate all program activities with student participants providing homework assistance as well as academic, enrichment and physical activities, using curriculum and materials provided by the program. Program Leader candidates may be initially hired into the substitute pool before being permanently placed. Each Program Leader must have a minimum of 48 semesters or 60 quarter units of higher education. Site Program Manager candidates must have at least a bachelor's degree or one year of exemplary performance in a program before any final selections are made by school principals.

Staff Development

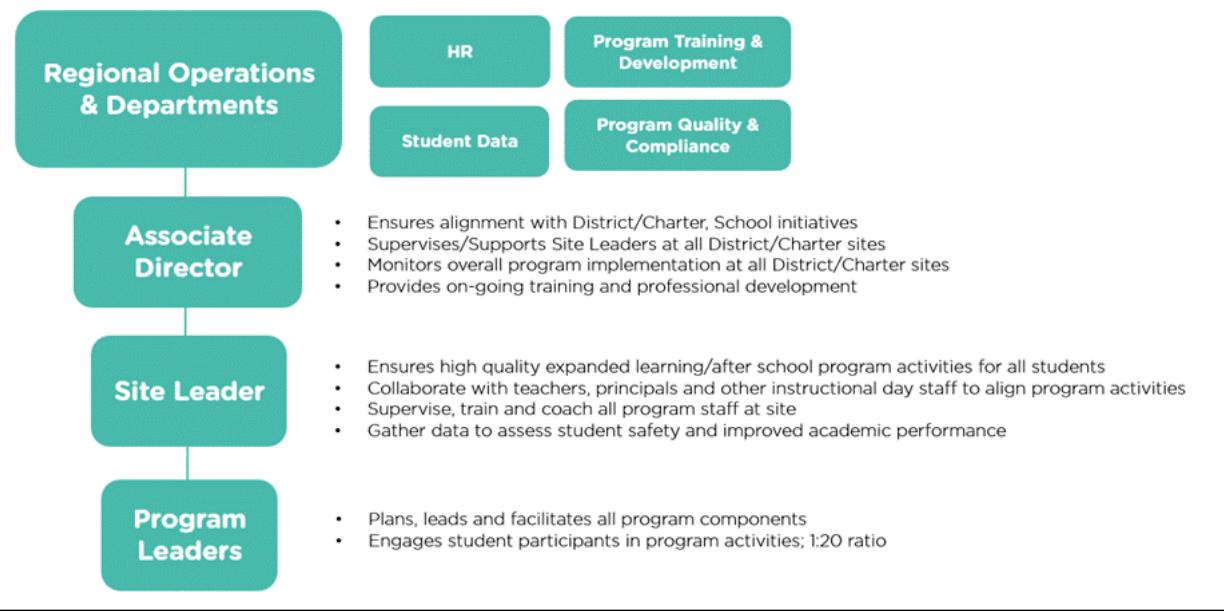
Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity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

The District supports the partnership by providing, attending, and reviewing staff training elements for Think Together. In addition, JUSD Administrators provide feedback on target areas for staff development to ensure alignment of needs. In addition, JUSD offers both virtual and in-person training for JUSD Activity Facilitators around topics such as student behavior, mandated reporting, and student safety.

Think Together focuses on continuously educating its workforce and improving its staff members. There is a strong commitment to ensuring staff are armed with the tools and knowledge needed to be successful in their roles, by providing monthly performance development training, strategic field operations, and program training

aimed at empowering employees with the routines and procedures necessary to run effective student programs, as well as targeted educational summits.

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



8—Clear Vision, Mission, and Purpose

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

The Expanded Learning Opportunities Program supports Jurupa Unified School District's commitment to fostering a growth mindset in every child, empowering students to unlock their potential and succeed in school, career, and life. Guided by the district's promise of Learning Without Limits, the ELO-P provides a safe, positive, and engaging environment that nurtures academic achievement, improves school attendance, and promotes health and physical fitness through enrichment and recreational activities. The program seamlessly extends learning beyond the regular school day while addressing the diverse needs of students, families, and the community, ensuring every child has the opportunity to thrive academically, socially, and personally.

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.

The Expanded Learning Opportunities Program (ELO-P) partners closely with families, students, and community organizations to ensure programming meets local needs. Families provide input through regular surveys, and Think Together shares annual survey results to guide program planning. Students are surveyed formally and informally throughout the year, helping the program tailor enrichment opportunities to their interests and needs.

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.

Program planning is informed through a structured feedback process. Draft revisions to the plan are shared with CBO partners and district administrators, and their input is used to refine and improve program design, enrichment offerings, and operational strategies. This collaborative approach ensures that the ELO-P is responsive to community needs, aligned with district goals, and leverages the expertise of our partner.

The Expanded Learning Opportunities Program actively collaborates with community-based organizations (CBOs) and other non-LEA partners to strengthen programming at school sites. For example, ELO-P coordinates with Community Schools to provide blended opportunities for students who remain after school for activities such as sports, ensuring they also have access to homework support, enrichment, and supper.

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.

To support continuous improvement, JUSD meets monthly with its community-based organization (CBO) partners to review data, discuss trends, and address program needs. Specialized service providers are contracted on a semester basis, allowing student feedback and program outcomes to guide decisions about renewal and future partnerships. The ELO-P Coordinator conducts site visits three to four times per week

to assess program effectiveness and student experiences, with findings shared during weekly meetings with Think Together. Additionally, JUSD administrators and Think Together leadership conduct monthly joint site walks to calibrate expectations, monitor program quality, and ensure alignment across all sites

JUSD and its community-based organization partners ensure that the ELOP program operates in alignment with the Quality Standards for Expanded Learning in California. Together, they engage in the annual CQI cycle—assess, plan, improve—to refine program practices, maintain high-quality implementation, and continuously enhance the student experience.

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.

Participant attendance entry is an important step in providing quality services to our students in addition to maintaining our program within grant compliance. The attendance entry process facilitates the monitoring of ADA and ensures that all reporting is accurate and necessary to provide quality services. Upon each student's arrival, site staff indicates attendance in our Think360 Salesforce Student Information System, which records the time of entry.

Students may be released only to those persons indicated on the Program Enrollment Application, which also is housed in Salesforce. It is the responsibility of the Parent who originally completed and submitted the Enrollment Application to document all persons to whom the student may be released, including parents with shared custody rights. Staff will check the picture ID of any person arriving to sign out as a student and ensure that person is listed in Salesforce as a contact with this permission. Parents may permit their children to walk home alone by indicating this during registration in Salesforce.

For safety reasons, it is Think Together's policy that students arrive at the program on time and that instances of a student's late arrival to the program be documented by staff. Late arrival is defined as any time after the normal sign-in period at the beginning of the program and may be either "occasional" or "recurring." Occasional late arrivals will be documented daily in the student information system or attendance sheet.

In the case of supplemental program, the Parent or person authorized to drop the student off at the program is requested to provide the reason for late arrival. If a student is unable to attend the program for the full day, a parent may authorize a student to be dismissed early from the program. Early release is defined as any time prior to the normal release period at the end of program and may be either "occasional" or "recurring." In cases of occasional early release, person(s) previously authorized by the Parent to pick up the student may also authorize early release if picking the student up early on a given day. Occasional early release will be

documented daily in the student information system or attendance sheet.

A parent who wants a student to arrive late or be released early on a regularly recurring basis – for example, for a weekly tutoring session or religious obligation – must indicate this in the Salesforce Parent Enrollment Portal, including the reason and the period of time (hours and range of dates) for which the late arrival/early release will occur. Staff will indicate any recurring late arrival/early release information on the Student Release Sheet so staff will know when the student will be arriving late or leaving early.

Authorized person(s) is required to document the time and reason for late arrival, early release, and/ or release of students to on-site or off-site programs/activities not supervised by Think Together.

Early Release due to Darkness (Dark 30) - Dark 30 is early release for students who walk home. It generally occurs from November through mid-March; release times are pre-established. As it gets dark earlier in the afternoon, the safety of those students who walk home from the after-school program may be affected. The program is required by law to stay open until 6:00 p.m. every day and all students will continue to be released at the regular time, every day, unless a student's parent or guardian requests and is granted permission for early release of the student due to darkness-related safety issues. To comply with established Think Together early release policies, and to ensure the safety of our students, it is imperative that site staff document and monitor Dark 30 early release.

Program Handbook and Policies can be found at

<https://jurupausd.org/our-district/edserv/assessment/Pages/Think-Together.aspx>

Student Enrollment for Think Together

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?

Fund	(All)			
Object	Object Code Description	Sum of Adopted Budget	Sum of Revised Budget	Sum of Actual Rev/Exps
1100	CERTIFICATED TEACHERS' SALARIES	0.00	2,255.90	2,255.90
1110	HRLY TCHR SAL	1,442,000.00	1,739,197.41	1,739,197.41
1130	SUBS TCHR SAL	0.00	1,900.24	1,900.24
1140	STIPENDS TCHR SAL	36,000.00	39,904.76	39,904.76
1305	COORDINATOR	151,123.00	158,769.34	158,769.34
1306	DIRECTORS	62,296.00	66,703.80	66,703.80
1323	PRINCIPALS - EXTRA DUTY	0.00	7,770.48	7,770.48
1343	PRINCIPALS - STIPEND	0.00	17,989.31	17,989.31
1910	HRLY OTHER CERTSAL	0.00	184,982.48	184,982.48
2100	CLASSIFIED INSTRUCTIONAL SALARIES	0.00	1,123.88	1,123.88
2110	HRLY INST AIDES SAL	0.00	6,150.12	6,150.12
2120	OT INST AIDES SAL	0.00	102.14	102.14
2200	CLASSIFIED SUPPORT SALARIES	307,926.00	785,949.81	785,949.81
2201	MANAGERS	0.00	0.00	0.00
2202	HELPERS	171,925.00	107,359.59	107,359.59
2210	HRLY CLASS SUPPORTSAL	5,000.00	7,130.02	7,130.02
2211	MANAGERS - HOURLY	0.00	23,062.43	23,062.43
2212	HELPERS - HOURLY	0.00	1,812.50	1,812.50
2213	BUS DRIVERS - HOURLY	0.00	3,745.41	3,745.41
2300	CLASSIFIED SUPERVISORS' AND ADMINISTRATORS' SALARIES	0.00	81,099.52	81,099.52
2402	SECRETARIES	62,760.00	65,303.11	65,303.11
2403	CLERKS	51,522.00	3,232.68	3,232.68
2412	SECRETARIES - HOURLY	0.00	0.00	0.00
2422	SECRETARIES - OVERTIME	0.00	66.18	66.18
2900	OTHER CLASSIFIED SALARIES	1,126,562.00	271,886.07	271,886.07
2910	HRLY OTHER CLASS SAL	5,000.00	301,332.40	301,332.40
2920	OT OTHER CLASS SAL	0.00	444.40	444.40
2930	SUBS OTHER CLASS SAL	0.00	2,118.91	2,118.91
3101	STATE TEACHERS' RETIREMENT SYSTEM, CERTIFICATED POSITIONS	277,015.00	420,464.51	420,464.51
3211	PERS CONTRIBUTIONS, CERTIFICATED POSITIONS	64,920.00	0.00	0.00
3212	PERS CONTRIBUTIONS, CLASSIFIED POSITIONS	461,709.00	418,072.80	418,072.80
3311	QASDI, CERTIFICATED POSITIONS	14,880.00	509.02	509.02
3312	QASDI, CLASSIFIED POSITIONS	107,302.00	102,393.83	102,393.83
3321	MEDICARE, CERTIFICATED POSITIONS	24,526.00	32,061.41	32,061.41
3322	MEDICARE, CLASSIFIED POSITIONS	25,095.00	23,946.91	23,946.91
3401	HEALTH & WELFARE BENEFITS, CERTIFICATED POSITIONS	17,248.00	15,871.62	15,871.62
3402	HEALTH & WELFARE BENEFITS, CLASSIFIED POSITIONS	273,246.00	349,086.97	349,086.97
3501	STATE UNEMPLOYMENT INSURANCE, CERTIFICATED POSITIONS	846.00	1,106.82	1,106.82
3502	STATE UNEMPLOYMENT INSURANCE, CLASSIFIED POSITIONS	865.00	824.23	824.23
3601	WORKER'S COMPENSATION INSURANCE, CERTIFICATED POSITIONS	20,720.00	27,639.38	27,639.38
3602	WORKER'S COMPENSATION INSURANCE, CLASSIFIED POSITIONS	21,200.00	19,843.56	19,843.56
3701	OPEB, ALLOCATED, CERTIFICATED POSITIONS	17,591.00	31,734.59	31,734.59
3702	OPEB, ALLOCATED, CLASSIFIED POSITIONS	18,000.00	22,941.79	22,941.79
3999	PAYROLL TAX ADJUSTMENTS	0.00	0.00	0.00
4100	APPROVED TEXTBOOKS AND CORE CURRICULA MATERIALS	0.00	244,937.25	244,937.25
4300	MATERIALS AND SUPPLIES	270,000.00	223,533.86	223,533.86
4410	NON CAPITALIZED EQUIPMENT - TECHNOLOGY	0.00	3,274.20	3,274.20
5100	SUBAGREEMENTS FOR SERVICES	0.00	2,968,281.70	2,968,281.70
5200	TRAVEL AND CONFERENCES	0.00	1,318.32	1,318.32
5210	MILEAGE	0.00	1,552.07	1,552.07
5640	MAINTENANCE CONTRACTS	0.00	1,204.03	1,204.03
5711	FIELD TRIPS DC/INTERPROGRAM	100,000.00	0.00	0.00
5751	FIELD TRIPS DC/INTERFUND	0.00	17,365.17	17,365.17
5755	M&O DC/INTERFUND	0.00	34,685.81	34,685.81
5765	REPRO DC/INTERFUND	0.00	2,052.29	2,052.29
5767	CATERING - FOOD SERVICES	147,000.00	111,196.73	111,196.73
5800	PROFESSIONAL/CONSULTING SERVICES AND OPERATING EXPENDITURES	9,900,000.00	4,142,633.16	4,142,633.16
5804	TRANSPORTATION SERVICES	0.00	0.00	0.00
5807	SUSPENSE	0.00	0.00	0.00
5815	CONSULTANTS	1,455,000.00	1,365,581.69	1,365,581.69
5850	SOFTWARE LICENSE	2,000.00	29,875.54	29,875.54
6200	BUILDINGS AND IMPROVEMENTS OF BUILDINGS	0.00	0.00	0.00
6210	ARCHITECT FEES	0.00	3,360.00	3,360.00
6220	DSA PLAN CHECK FEES	0.00	20,114.17	20,114.17
6290	CONSTRUCTION INSPECTION	0.00	12,909.94	12,909.94
6410	EQUIPMENT - TECHNOLOGY	0.00	15,669.07	15,669.07
7310	TRANSFERS OF INDIRECT COSTS	454,979.00	9,375.47	9,375.47
7350	TRANSFERS OF INDIRECT COSTS - INTERFUND	0.00	306,467.13	306,467.13
7611	FROM GENERAL FUND TO CHILD DEVELOPMENT FUND	0.00	7,471,983.88	7,471,983.88
Grand Total		17,096,256.00	22,335,263.81	22,335,263.81
Fund	(All)			
Row Labels	Object Code Description	Sum of Adopted Budget	Sum of Revised Budget	Sum of Actual Rev/Exps
8590	ALL OTHER STATE REVENUE	20,004,349.00	20,273,348.00	20,273,348.00
Grand Total Revenue		20,004,349.00	20,273,348.00	20,273,348.00

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

Financial oversight of the Expanded Learning Opportunities Program (ELOP) is conducted through a multi-layered, collaborative process. District administrators overseeing ELOP, supported by a dedicated secretary/account clerk, manage, review, and verify all budget expenditures and proposals to ensure full alignment with ELOP requirements. The team also works closely with the JUSD Department of Fiscal Services on a monthly basis to calibrate budgeting needs and spending patterns. Annual internal audits are conducted to confirm the accuracy and integrity of ELOP budgets. In addition, ELOP leadership collaborates with counterparts in the Educational Services Division to review program plans and ensure that no supplanting occurs. All expenditures undergo multiple levels of approval across the district, providing opportunities for various stakeholders to verify alignment with ELOP guidelines and expectations.

The budget presented above reflects the district's commitment to serving families, with the largest investments dedicated to direct student programming through our professional expenditure category. These costs directly support both after-school and non-instructional day (NID) programming. Additionally, families have consistently emphasized the importance of enriching experiences for their students, as well as access to meals and transportation. These identified needs are strongly represented in our budget and expenditures, ensuring that district investments remain responsive to family priorities and student success.

¹(California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

²(California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³(EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? 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.

The district leverages multiple grants—including ASES, ELO-P, and external funding such as 21st Century Community Learning Centers (21st CCLC)—to build a cohesive, high-quality program. These funding sources collectively support training, curriculum, supplies, field trips, enrichment experiences, and other student-centered activities that expand horizons and make learning active and meaningful. All services are anchored in locally driven expanded learning programs that partner with schools and community organizations to provide academic and literacy support, enrichment opportunities, constructive alternatives for youth, and family engagement.

By strategically coordinating funding streams, JUSD ensures that students benefit from one seamless, comprehensive program rather than isolated initiatives, maximizing resources and strengthening the overall quality of expanded learning across the district.

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 Expanded Learning Opportunities Program (ELO-P) provides dedicated programming for Transitional Kindergarten (TK) and Kindergarten students. The ELO-P team collaborates closely with Elementary Education to develop age-appropriate, play-based learning experiences that support the developmental and academic needs of young learners. Staff receive professional development focused specifically on effective strategies for working with TK/K students, including early childhood best practices, social-emotional support, and developmentally appropriate behavior management.

In accordance with EC Section 46120(b)(2)(D), the program maintains a pupil-to-staff ratio of no more than 10:1 for all TK/K groups, ensuring close supervision, strong relationship-building, and individualized support. Jurupa TK/K teachers also open their doors for CBO staff so that they can develop their skills by observing and extending their work into after-school to ensure a consistent experience for our youngest youth.

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?

Jurupa USD employs multiple methods to promote Expanded Learning Opportunities Program (ELOP) offerings to families. Information about after-school and non-instructional day (NID) opportunities is shared repeatedly through our ParentSquare platform and posted on official JUSD social media accounts. Hard-copy flyers are also provided to school site front offices for distribution and display. In addition, during both the Re-Enrollment and New Enrollment processes, families are asked to indicate their interest in any or all ELOP offerings. This interest list is compiled annually and shared throughout the year with our program partners, enabling coordinated outreach to families regarding relevant opportunities. All documentation is shared in culturally appropriate approaches.

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.

All ELO-P field trips follow program requirements, including maintaining appropriate staffing ratios and ensuring all supervising staff meet district qualifications for instructional aides. Local district policies and procedures related to field trips are also followed.

During the current school year, students in grades 1–6 participated in an educational field trip to the Jurupa Mountains Discovery Center. The purpose of this trip was to extend classroom learning through hands-on exploration tied to science, English Language Arts, and social science standards. Students engaged in rotational workshops focused on key concepts such as the California Gold Rush, animal habitats, and environmental science. These activities were designed to deepen students' content knowledge, strengthen observational and inquiry skills, and promote real-world connections to academic standards. JUSD substitute teachers, assigned to specific student groups, reinforced learning throughout the experience and supported students' engagement with each workshop.

The trip took place on a non-school day and lasted approximately half a day. Transportation was contracted through an external provider due to district transportation staff being assigned to middle and high school routes. Future ELO-P field trips are being planned and will continue to focus on academically aligned, culturally enriching, and developmentally appropriate experiences that broaden students' understanding of the world and support the goals of the expanded learning program.

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.

JUSD does not charge or collect any fees.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

TK-2 Sample Schedule:

2:50-3:10 Check-in, Supper & opening game
3:15-3:25 Restroom break & transition
3:30-4:30 Enrichment & Homework rotation
4:30-4:35 Restroom break & transition
4:35-5:15 Physical Activity
5:20-5:50 Enrichment & Homework rotation
5:50-6:00 Clean up & transition

Grades 3-6 Sample Schedule:

2:50-3:10 Check-in, Supper & opening game
3:15-3:25 Restroom break & transition
3:30-4:30 Physical Activity
4:30-4:35 Restroom break & transition
4:35-5:15 Enrichment & Homework rotation
5:20-5:50 Enrichment & Homework rotation
5:50-6:00 Clean up & transition

Additional Legal Requirements

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

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

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

- (A) The department's guidance.
- (B) Section 8482.6.

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

Regular Schooldays and Hours

EC Section 46120(b)(1)(A):

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

Nonschool Days and Hours

EC Section 46120(b)(1)(B):

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

Prioritizing School Sites

EC Section 46120(b)(3):

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

Grades Served

EC Section 46120(b)(4):

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

Partners

EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based

organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

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

Snacks and Meals

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

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

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

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

Staff Minimum Qualifications, Ratio

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

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

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

Program Components

EC Section 8482.3(c)(1)(A-B):

Each component of a program established pursuant to this article shall consist of the

following two elements:

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

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.
 - (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.