

Palo Verde Unified Schools

Expanded Learning Opportunities Program

ELO-P

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

"Expanded learning opportunities" 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. (EC Section 46120[e][1])

1-Safe Supportive Environment

Palo Verde ELO Program is a before and after school program for students grades TK -6. The before and after school program will rotate every 7-8 weeks with new enrollment opportunities to engage all students in the various activities offered on their campus and within their academic levels. The 9-hr program will run each school day at all three elementary settings from 7:30 am - 4:30 pm, which encompasses the school day. In addition, the program will operate 30 nine-hour, non-school days throughout the year which includes summer. These dates are TBD. These programs are all completely free to the families.

The program is designed to provide an academic focus on English Language Arts and Math for all students, while also incorporating enrichment activities aligned with academic standards and core materials. Students will participate in engaging activities in all curricular subjects while students will develop their cognitive, social, and physical skills in a nurturing and stimulating environment.

All TK-8th grade students across the district will have access to their elementary and middle school site-based before and after school programs.

In addition to the after school program being offered at all three elementary sites, PVUSD has partnered with the city of Blythe providing additional enrichment opportunities and options for all TK-8th grade students through the Rec Center program. The Rec Center program runs from the end of the school day to 5:00 pm.

If students choose the Rec Center program option, they will have transportation from their school site to the Rec Center program at 127 S Main St. Blythe, CA, as well as Rec Center to home transportation at the end of the Rec Center program, at 5:00 pm. Transportation is free to the families.

On the enumerated non-school days/holidays in which the Rec Center provides a program for students, transportation will be provided by the District, one route in the morning at approximately 8:00 am and one route in the afternoon, before 5:00 pm. Transportation is free to the families.

PVUSD collaborates and communicates with the city of Blythe to ensure the safety of all students at the Rec. Center program.

We will have three Tiers of the program.

Our first priority is to provide access to a before and after school program for all TK - 6th grade students that attend PVUSD.

Secondly, our priority will be to include our 7th and 8th grade students in the after school program at each of the three elementary schools.

Our third priority will be to serve 9th - 12th grade students with after school enrichment opportunities.

- Tier 1 Core: TK-6th grade before and after school students will have access to the after school program at the three elementary sites as well as the Rec Center program offered through the City of Blythe.
- Tier 2: 7th and 8th grade students, tutoring and enrichment (STEM, Sports, Coding, Arts, Clubs, Robotics, etc), as well as the Rec Center program offered through the City of Blythe, transportation provided free to the families.
- Tier 3: 9-12th grade students tutoring, clubs and athletics, transportation provided free to the families.

By providing the three tiered ELO Programs students will have opportunities for structured, supervised activities that contribute to their overall health, wellness, and safety.

ELOP After School Program held at the two elementary sites and one middle school in PVUSD as well as at the Rec Center:

Felix J Appleby Elementary - 10321 Vernon Ave., Blythe, CA

Ruth Brown Elementary - 241 N. 7th St., Blythe, CA

Margaret White Middle School - 610 N. Broadway, Blythe, CA

Rec Center - 127 S Main St., Blythe, CA

ELO-P programs will implement Positive Behavior Intervention and Supports (PBIS) engaging students with prosocial skill development opportunities.

Staff in the afterschool program as well as the Rec. Center report incidents to the program directors. The Rec Center keeps records of incidents including first aid applied to students while in their care. Training may be necessary, and the Adult Ed program and funding may support these efforts.

2 - Active and Engaging Learning

Morning Breakfast Club: At all tiers of ELO Programming students are served breakfast before school and have opportunities for socialization and active play.

After school programs

At all tiers of ELO Programming, students will have access to tutoring and enrichment activities. Students in Tier 1 and 2 will also have access to the Rec. Center program.

Tutoring may include the use of manipulatives, experiential learning, games, hands-on activities, etc. are key to increasing and keeping student interest and enthusiasm.

Enrichment activities may consist of a variety of STEM, STEAM, VAPA and Sport activities that include building design, painting, book making, coding, podcasting, technology, creative writing, short movies, poetry/spoken word, dance, line-dancing, drama, play writing, tech drawing, art, swimming, strategy games, sport intramural competitions, clubs, career exploration, music appreciation, field trips, etc.

3 - Skill Building

Students will participate in the instructional learning day at school to practice skills taught during the regular school session at their appropriate grade-level and within their zone of proximal development. Summer school will allow for extra instruction with additional student practice on skills in order to achieve proficiency.

Students will have the opportunity to practice their social skills, relationship building skills, and their positive behavior skills through our PBIS program.

The ELO-P program will offer student engagement in ELA and mathematics with opportunities for enrichment activities in ELA, math, social studies, science and art.

4 - Youth Voice and Leadership

The afternoon session of the ELO-P will provide a variety of well-rounded activities for students to choose from and participate in; as well as allowing student input for consideration of future planning of activities. When appropriate, the activities will also allow for students to have opportunities to participate in leadership roles. Staff listens to the students and then offers

sessions based on their interests. As the program develops, students will have opportunities to provide feedback to the program offerings and have a voice in what activities they are interested in to be considered.

5 - Healthy Choices and Behaviors

The ELO-P Sessions will provide a healthy breakfast, lunch, and snack through the PVUSD Nutrition Services Department. In addition, the PVUSD Nutrition Services Department will collaborate with the Rec Center and provide consultation regarding healthy snack choices for our students. On non-school days and holidays that the program runs at the Rec Center, the Rec Center will provide a healthy breakfast, lunch and snack for the students. ELO-P programs will implement Positive Behavior Intervention and Supports (PBIS) engaging students with prosocial skill development opportunities. There is plenty of opportunity for physical activity at the Rec Center. Some of the afterschool programs have opportunities for sports, dance, and physical activity.

6 - Diversity, Access, and Equity

The PVUSD ELO-P Session is offered to all elementary students enrolled in our schools. Announcements, enrollment and communications will be offered in Spanish and English. Elementary students will have access to the ELO-P programs every school day as well as a minimum of 30 other intersession days. Paraeducator support is provided to our students with disabilities to ensure their access to our programs. We also have a program for the students in Life Skills to participate in with staff trained to meet the needs of the population.

7 - Quality Staff

Certificated or classified staff may be used to meet the staffing requirement. Training may be necessary, and the Adult Ed Program and funding may support these efforts. Elementary summer school teachers receive training on the curriculum used. Staffing for the enrichment activities may consist of interns or other members of the community. TK-K staffing is 10-1 and for grades 1-6 the ratio is 20-1. Any mixed activity with TK-K is still 10:1. All of our staff are fingerprinted and have TB testing. We also have COVID-19 protocols in place if a staff member tests positive.

8 - Clear Vision, Mission, and Purpose

The PVUSD ELO-P Summer School and Regular Year Program will provide a well-rounded education that supports the health and wellness of our students with fun and engaging enrichment opportunities.

9 - Collaborative Partnerships

Students and families give suggestions to the teachers and program coordinator regarding needs of the families. Meeting the needs of families is important to the program's success. Surveys are being created to be used in the 2026-2027 school year to gather even more voices.

City of Blythe and Community: The City and community are vital in providing resources for ELO-P such as facility usage, parks and recreation support, guest speakers, volunteers, field trip support, and access to arts and cultural programs. Collaborating with the City of Blythe allows our programs to align with the needs of local businesses and the community. This partnership facilitates industry exposure, mentorship, and networking opportunities for our students. By bridging education and the workforce, we ensure our students are equipped with the necessary skills and knowledge to succeed in the evolving job market. PVUSD intends to partner with Palo Verde College for potential college student intern program opportunities.

Programs Integrated for Excellence

(Integrating for Success: Unleashing Educational Opportunities)

Integrating several programs to accomplish one task can be immensely beneficial, especially if the one task is achieving higher educational goals. The integration of **Expanded Learning Opportunities Program (ELO-P)**, **CA Adult Education Program (CAEP)**, **College and Career Access Pathways (CCAP)**, **Internship & Work Study Programs**, and **City of Blythe/Community** all offer unique benefits and assets that can be combined to develop skills, increase knowledge, and create an overall powerful learning experience for students and the entire Blythe community.

Separately, each component provides opportunities to learn inside and outside the traditional classroom setting. Combined, the components offer a continuous cycle of learning and higher achievement.

There are many benefits to integrating these five components:

Increasing educational access	Developing new skills
Improving academic outcomes	Closing the achievement gap
Building relationships	Reducing dropout rates
Improving career readiness	Establishing networking opportunities

In addition, there are many assets by integrating the five components:

Shared Goals	Overlapping Resources	Collaboration
Innovation	Flexible Learning	Sustainability
Life-Long Learners	Workforce Readiness	Empowerment

This integrated learning approach is a promising initiative that has the potential to help students reach their full potential and make a positive contribution to the community. Students can benefit from a more comprehensive and supportive educational experience. Businesses can benefit from a more skilled and qualified workforce. And the community can benefit from a more educated and engaged citizenry. PIE has the potential to make a real difference in the Blythe community.

Integrating for Success: Unleashing Educational Opportunities

CA Adult Education Program (CAEP)

The Adult Education Program might play an important role in training staff members to meet the various roles for the ELO-P. Adult education can provide funds for trainers as well as materials and supplies to meet the necessary needs of its participants. In addition, these types of training support the district in meeting its efforts to assist adults achieve their goals of higher education or better paying positions. With proper training through the Adult Education Program, paraeducators, city employees, community members, interns, service-learning participants, and eligible College and Career Access Pathway students may participate.

CAEP can provide valuable support in several ways, for example:

1. Provide professional development opportunities for after-school program staff and teachers, focusing on best practices in instructional strategies, student engagement, and differentiated instruction.
2. Recruit adult learners or college students from their programs to serve as mentors or tutors for students in ELO-P, thus promoting Intergenerational learning.
3. Ensure access to curriculum resources aligned with the California Standards for ELA and math.
4. Provide technical assistance by offering guidance on program implementation, data tracking, and evaluation to ensure the program's effectiveness.

By leveraging the Adult Education Program's expertise, resources, and collaborative networks, ELO-P can benefit from enhanced instructional practices, increased community engagement, and improved outcomes for students.

College and Career Access Pathways (CCAP)

Students in appropriate capstone classes, supervised guidance, may serve as interns for ELO-P and Adult Education.

1. Provide tutors to help clarify concepts, review homework or assist younger students improve their reading skills, etc.
2. Students in Technology may assist teachers and students in utilizing digital tools, troubleshooting technical issues, and integrating technology into the learning activities.
3. Students in Child Development, under the supervising instructor, may provide childcare services for those parents who may not be able to attend Adult Education because of childcare needs.
4. Students in Culinary may assist in preparing and providing snacks for parents and kids during Adult Education. If they meet the appropriate qualifications, they may be hired to serve as ELO-P cafeteria staff aides on minimum days.
5. Students may serve as physical activity coaches by leading and organizing physical activities and sports during ELO-P, thus promoting fitness, teamwork, and healthy habits.

Work-study, internship, and service-learning

These programs provide students with the opportunity to gain practical experience in their chosen field. These opportunities allow students to develop their skills, learn about the workforce, and make connections with potential employers. By working with Palo Verde College, we should be able to form partnerships with their work-study and various internship programs. Since the Child Development Program professor has already established a MOU with the District for various elements of her program, determine how that MOU could support ELO-P or establish another MOU that can be used to support ELO-P.\

Third Party Notifications

EC Section 8483.4 (b-d)

(b) 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).

(c) 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) An arrest of an employee of the third party.
- (10) Any other event as specified by the local educational agency.

(d) 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 in order for the pupil to receive services pursuant to this article.

10 - Continuous Quality Improvement

The Director of Curriculum and Instruction will meet with the Principals and the Rec Center Program Coordinator to review the learning program for students; elicit feedback from staff, students and families; and review and reflect on the feedback of the program to ensure continuous improvement efforts. The ELO-P program in PVUSD uses the California Afterschool Program Quality Assessment Tool annually to self-evaluate the program.

11 - Program Management

The school portion of the day will be run by the principals. The ELO-P portion will be a shared responsibility with some students participating in the Rec Center and some in tutoring or enrichment at the school. The Rec Center portion of the day will be managed by the City of Blythe program coordinator. The school principals and the Rec Center coordinator will collaborate and communicate to properly coordinate the program. We use the online program, *6crickets*, to enroll students and take attendance. Reports can be run from this program. This program also allows for priority enrollment of targeted student groups. The Rec Center also uses a sign out system for the adult checking out the child at the end of the program time to sign them out on their paperwork.

[ELOP on our website](#)

TK & K

Students enrolled as TK and K students are provided the opportunity and access to TK and K teachers and paraeducators at a pupil-to-staff ratio of no more than 10 to 1 during the ELO-P program. The TK/K students will also have access to the Rec Center program that will have a pupil-to-staff ratio of 10:1. The Board adopted PVUSD summer school accelerated curriculum used for the summer school portion of the day designed for the needs of TK/K learners. The school board adopted TK/K curriculum and ancillary materials will be used for tutoring and enrichment at the three elementary school sites.

Sample Program Schedules

Summer School ELO-P

8:00-12:15 School Day: Academics at a school site

12:15-5:00 Rec Center

9 hour day

Regular Year ELO-P

7:30-8:25 ELO-P Breakfast Club

8:25-3:15 School Day: Academics at a school site

3:15-5:00 Rec Center or After school program

9 hour day

July 2026

At the elementary and middle school sites there will be sessions

Session	Dates	Length
1st session	August 10 - September 25	7 weeks
2nd session	September 28 - November 13	7 weeks
3rd session	November 13 - January 29	8 weeks
4th session	February 1 - April 2	8 weeks
5th session	April 5 - June 4	8 weeks

Afterschool sample of our program options

- Lego Club
- Spanish
- Gardening Club
- Dissection
- Pottery
- Super Snacks
- Math Help
- Zoomba
- Astronomy and solar system
- Arts and Crafts
- Board games
- * ELA Homework Help
- * Math Homework Help
- * Soccer
- * Photography
- * Puzzle time
- * Baking
- * Ukelele
- * Drumming
- * Volleyball
- * Theatre
- * Seasonal Crafts

Full Day at the Rec Center
ELO-P Sample Schedule

Intersessions:

- 1 day Oct. 12 (Non Contract Day)
- 1 day Nov. 11 (Veterans Day)
- 3 days Nov. 24-26 (Thanksgiving Break)
- 9 days Dec. 18, 21-23, 28-31, & January 4 (Winter Break)
- 1 day Jan. 18 (MLK)
- 1 day Feb. 8 (Lincoln's birthday)
- 1 day Feb 18 (President's Day)
- 3 days Mar. 10-12 (Fair Break)
- 2 days Mar. 26 & 29 (Local Holiday & Non Contract Day)
- 5 days April 12-16 (Spring Break)
- 20 days Summer school ??

47 days

	TK-2	3-5	6-8
8:00-8:30	Students dropped off and sign in		
8:00-9:00	Breakfast		
9:00-10:00	Centers	Gym, games, video games	Gym, games, video games
10:00-10:15	Snack break		
10:15-10:30	Centers	Snack break	
10:30-10:45		Gym, games	Snack break
10:45-12:00	Gym, games, video games	Centers	Chill out, draw, color, visit, games
12:00-1:00	Lunch	Lunch	Lunch
1:00-2:30	Centers	Gym, games, video games	Chill out, draw, color, visit, games
2:30-3:00	Snack	Snack	Snack
3:00-5:00	Centers	Centers	Gym, games, video games
5:00pm	Dismissal	Dismissal	Dismissal

Students don't have to stay the whole day. It is a service to the families to meet their needs.

Director of Curriculum and Instruction from PVUSD and Coordinator from the Rec Center are working together to prepare centers for these full days at the Rec Center.

Students grouped in grade bands.

Centers:

July 2026

- Reading
- Coloring/Drawing
- Board games
- Arts/crafts
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- * Legos
- * Blocks
- * STEM Challenges

Budget

The budget expenditures for ELOP is used for:

- Paying staff to work ELOP and support ELOP
- Buying materials and supplies for the programs
- Buying furniture for the programs
- Providing snacks and meals for the programs
- Transportation for the students
- Support for the sites - ELO-P programs are taxing on their resources
- Payment to the Rec. Center for their programs

LEA Contact information for PVUSD ELOP Program

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