

Capistrano Unified School District



Expanded Learning Opportunities Program Plan

Prepared by:

Education And Support Services
Expanded Learning

Board Approved: August 17, 2022

Revision Approved by the Board: June 18, 2025

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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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.

| Elementary Schools | | K-8 Schools | Middle Schools |
|--------------------|--------------------|------------------|-------------------|
| Bathgate ES | Las Palmas ES | Arroyo Vista K-8 | Aliso Viejo MS |
| Canyon Vista ES | Marblehead ES | Carl Hankey K-8 | Bernice Ayer MS |
| Castille ES | Marian Bergeson ES | Esencia K-8 | Don Juan Avila MS |
| Chaparral ES | Moulton ES | Las Flores K-8 | Fred Newhart MS |
| Clarence Lobo ES | Oak Grove ES | | Ladera Ranch MS |
| Concordia ES | Oso Grande ES | | Marco Forster MS |
| Del Obispo ES | Palisades ES | | Niguel Hills MS |
| Don Juan Avila ES | Philip Reilly ES | | Shorecliffs MS |
| George White ES | R.H. Dana ES | | Vista del Mar MS |
| Harold Ambuhel ES | San Juan ES | | |
| Hidden Hills ES | Tijeras Creek ES | | |
| John Malcom ES | Truman Benedict ES | | |
| Kinoshita ES | Viejo ES | | |
| Ladera Ranch ES | Vista del Mar ES | | |
| Laguna Niguel ES | Wagon Wheel ES | | |
| Las Palmas ES | Wood Canyon ES | | |

Governing Board Approval Date: 8/17/22

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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.

ELOP Plan 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.

Program Location and Attendance:

- ELOP will be hosted onsite at the YMCA on CUSD campuses to provide a smooth transition from regular school hours to program activities. Additionally, depending on the site, parents can choose the Boys & Girls Clubs as an alternate location within the school community.
- Transportation to the Boys & Girls Clubs is provided by CUSD to ensure both safety and accessibility.
- The YMCA and Boys & Girls Clubs staff use their student data management systems to track enrollment and attendance, with monthly reports sent to CUSD Expanded Learning.
- Students will be signed in at the start of their program each day. All elementary students must be signed out by a parent or guardian or an approved adult over the age of 18 listed on their registration form. Intermediate students may walk home with written consent from a parent or guardian on file.

Staff Training and Qualifications:

- All YMCA and Boys & Girls Clubs staff members will undergo comprehensive training in collaboration with CUSD Expanded Learning before the program begins. Training topics include:
 - Emergency preparedness and response.
 - First aid and CPR certification.
 - Child Abuse Prevention and Mandated Reporting Requirements.
 - PBIS techniques to foster a positive and inclusive environment.

- Safety procedures aligned with school day protocols.
- Staff will participate in safety drills in collaboration with site administration.
- All staff wear identification badges for easy recognition and carry two-way district radios to ensure prompt communication in emergencies.
- A daily schedule with indoor and outdoor activities will be posted in classrooms. Staff will use clipboards with group rosters and student names to ensure effective supervision and monitoring.
- Continuous professional development sessions will address emerging needs and enhance staff capabilities in maintaining safe and supportive environments.
- Additionally, CUSD teachers and approved vendors supplement the ELOP program by offering on-site homework assistance and enrichment sessions. Teachers and vendors will work with the onsite programs to ensure student safety.

Incident Reporting:

- ELOP vendors adhere to a clear and accessible incident reporting protocol, which includes:
 - Immediate documentation and escalation of accidents, injuries, or behavioral incidents.
 - Review and follow-up processes to identify and address root causes, thereby preventing recurrence.
 - Transparent communication with parents or guardians about incidents involving their child.

Health Records and Maintenance:

- Accurate and up-to-date health records will be maintained by ELOP community partners, including emergency contact information, known allergies, and medical conditions.
- Staff are trained to manage and respond to health-related needs, including administering medications and accommodating special requirements.

Environment and Facilities:

- Regular inspections of facilities and equipment will ensure safety standards are consistently met.
- Cleaning protocols will align with health guidelines to maintain a hygienic environment, reducing the risk of illness.
- Clearly marked evacuation routes and emergency plans will be displayed in all program spaces, and periodic drills will familiarize students and staff with procedures.

Through these measures, the ELOP will provide a structured, nurturing environment where students feel physically and emotionally secure, enabling them to thrive academically and socially.

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.

To support social emotional learning of students, and in alignment with CUSD Cares, the staff is trained and implements the following well-being signature practices:

- Welcoming/Inclusion Activities,
- Engaging Strategies, Brain Breaks, and Transitions
- Optimistic Closures.

These signature practices will be embedded throughout the entire program and are one of many tools for fostering a supportive environment and promoting well-being. Intentionally and explicitly help build a habit of practices that enable students and adults to enhance their well-being skills.

The YMCA and Boys & Girls Clubs also offer the following well-being campaigns:

- Anti-Bullying Campaign
 - Students are taught to speak out against bullying by the slogan "If you see something, say something." Each site is provided with multiple activities and is encouraged to add their school spirit to each activity.
- We Care Campaign
 - This Campaign supports and raises awareness about Mental Health. The ELOP after-school program participates in a week-long campaign that includes self-care activities for students, a presentation discussing mental health and burnout, and staff self-care activities and awareness.
- Be Kind online Campaign
 - This Campaign educates students on navigating virtual spaces, setting healthy boundaries, and learning positive online behaviors to prevent social isolation from themselves and others.

Additionally, CUSD counselors have developed group curriculum and activities designed to help students manage anxiety, navigate strong emotions, develop conflict resolution skills, and enhance their academic and organizational skills. Counselors are paid to teach these ELOP lessons after school at YMCA locations, further enriching the program's well-being offerings.

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.

ELOP programs are designed to meet the individual and developmental needs of students, offering activities that promote collaboration and introduce participants to a wide range of enriching experiences. The program emphasizes hands-on activities that promote social-emotional learning, literacy, communication, collaboration, critical thinking, and creativity. Enrichment opportunities include sports, dance, theater, chess, origami, Lego building, art, and music classes. Additionally, District teachers will provide homework assistance Monday through Thursday, ensuring students have the support they need to succeed academically.

The ELOP aims to provide enjoyable, enriching activities that address intellectual, social, and physical fitness needs. With a welcoming atmosphere, the program encourages self-confidence, creativity, and critical thinking skills in a supportive environment led by caring, competent, and trustworthy staff members.

3—Skill Building

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

The ELOP program focuses on fostering skill-building through activities that align with the 4 Cs—Communication, Collaboration, Critical Thinking, and Creativity—as well as student well-being. Enrichment activities are designed to intentionally link program goals and curricula with 21st-century skills, helping students achieve mastery in content areas.

Students will develop well-being skills through participation in:

- **Team-building activities** that foster trust and communication.
- **Mindfulness practices** that help identify and regulate emotions.
- **Restorative justice practices** that guide students in repairing harm and building accountability.

Additionally, students will have numerous opportunities to participate in athletics, physical fitness activities, and dance. These activities promote healthy lifestyles and support the development of gross motor skills while encouraging teamwork and perseverance.

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 ELOP will provide intentional opportunities for students to play a meaningful role in program design and implementation while granting ongoing access to authentic leadership roles. The program's curriculum is flexible and adaptable, meeting the diverse skill levels and interests of students by encouraging them to guide the

subjects and activities taught in class actively.

Students will also participate in **service-learning projects** that are student-driven and supported by staff. These projects empower students to take initiative and collaborate on meaningful contributions to their communities. During monthly staff meetings, student ideas and feedback are actively solicited and considered for implementation, ensuring their voices are integral to the program's development.

Recognizing the unique culture of each school community and the diverse needs of students, ELOP allows students to choose how they spend a portion of their time based on personal interests. This approach fosters self-direction, creativity, and ownership in their learning experience.

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 ELOP program supports student well-being and promotes healthy lifestyles through physical activity, nutrition education, healthy meals, and outdoor activities. Children in the TK and kindergarten program will engage in age-appropriate movement and play opportunities. At the same time, students in grades 1-6 will have access to various organized and developmental sports activities tailored to their interests and abilities.

All staff and students adhere to State and County health and safety guidelines to ensure a safe and healthy environment. Nutrition education is an integral part of the ELOP curriculum, focusing on healthy snacks, appropriate portion sizes, and the importance of balanced eating habits. Nutritious snacks are provided daily, and all meals served during the additional 30 non-instructional days comply with California Nutritional Guidelines. Examples of snacks include grain cereal, carrots, Triscuits, Greek yogurt with fruit, cheese, and apples, and string cheese.

The program also emphasizes character development through the **Character Counts** initiative, which promotes four core values: honesty, respect, responsibility, and caring. Staff use this language to acknowledge and reinforce positive behaviors. For instance, students may be praised with statements such as, "Thank you for picking up your trash. That was very responsible of you."

To further encourage healthy behaviors, students can earn tickets for weekly raffles and compete for the "Student of the Month" award, fostering motivation and recognition for positive actions and choices.

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 Expanded Learning Opportunities Program (ELOP) is designed to serve all students by fostering a supportive and inclusive environment. The program offers a wide range of activities that reflect the interests and backgrounds of the school community, helping students feel connected and supported in their learning experiences.

Staff develop programming that considers the diverse experiences and strengths students bring to the classroom. Learning materials are carefully selected to reflect the student population and foster a sense of belonging. All students are encouraged to participate, share ideas, and engage in positive collaboration with peers and staff.

To support access for families, bilingual staff are available to help with enrollment and communication. Program information is shared in both English and Spanish, and translation or interpretation support is provided as needed to ensure that families feel informed and welcome.

The program also prioritizes the inclusion of students with disabilities. ELOP staff collaborate with teachers, principals, and support personnel to understand and address the unique needs of each student. This includes adapting activities and environments to align with successful strategies used during the regular school day. Site coordinators receive relevant information to ensure that students receive the necessary support.

7—Quality Staff

Staff Engagement

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

ELOP is committed to recruiting and retaining high-quality staff to ensure students have meaningful interactions with skilled and dedicated professionals. While ELOP staff will be hired and employed by contracted agencies such as the YMCA, Boys & Girls Clubs, Strategic Kids, and Dance Discovery Foundation, all staff working directly with children in the program will meet the same minimum qualifications as Instructional Assistants.

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)]).

ELOP staff undergo a rigorous hiring process that includes:

- In-person interviews.
- Reference checks.

- DOJ Live Scan background and fingerprint clearance.

Additionally, all staff must meet the following minimum qualifications:

- Be a high school graduate or equivalent.
- Meet one of the following criteria:
 - Pass the CBEST (California Basic Educational Skills Test).
 - Pass a CUSD-approved proficiency test administered by HR in English Language Arts (ELA) and Math.
 - Complete two years of college education.
- Hold valid First Aid and CPR certification from either the American Heart Association or the American Red Cross.

Staffing Ratios The program will adhere to staffing ratios (10:1 for TK/K and 20:1 for Grades 1-6) in compliance with [EC Section 46120(b)(2)(D)], ensuring adequate supervision and support for all participants. Partner agencies will implement monitoring systems to maintain the ratios consistently.

Staff Development

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

Initial and ongoing training is provided to equip staff with the skills and competencies needed to engage and enrich students effectively. Training covers a wide range of topics, including:

- Educational strategies to support diverse learners.
- Behavior management techniques.
- Strategies for Working with English Learners and Students with Disabilities.
- Health and safety protocols, including annual Mandated Reporting Training.

YMCA and Boys & Girls Clubs staff members undergo comprehensive training in collaboration with CUSD Expanded Learning. Training is conducted before the program begins and continues throughout the year during regular staff meetings.

LEAs operating ASES, 21st CCLC, and/or the ELO Program may close the program for up to three days annually to focus on staff development, as outlined in [EC Section 46120(b)(8)]. This dedicated time ensures staff are well-prepared to meet the needs of all students and deliver high-quality programming.

Staff engage in ongoing professional development sessions designed to address emerging needs and enhance their abilities to create and maintain safe, supportive, and inclusive environments. These sessions cover training on Positive Behavioral Interventions and Supports (PBIS) to promote a positive and inclusive culture, as well as safety procedures that are fully aligned with school day protocols.

YMCA and Boys & Girls Clubs staff participate in comprehensive training conducted in partnership with the CUSD Expanded Learning program. Training begins prior to program implementation and continues regularly throughout the year during staff meetings.

8—Clear Vision, Mission, and Purpose

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

8—Clear Vision, Mission, and Purpose

The mission of the ELOP aligns with the District's mission to "prepare students to meet the challenges of a rapidly changing world" and its vision of demonstrating "an unwavering commitment to student success." The program's goal is to ensure all students are college and career-ready, embodying the key attributes outlined in the Vision of a CUSD Graduate. To achieve this, the ELOP is integrated with the District's Multi-Tiered System of Supports (MTSS) plan, providing targeted interventions and enrichment classes to meet students' academic, social-emotional, and behavioral needs.

The Vision of a CUSD Graduate centers on engaging students in meaningful, challenging, and innovative educational experiences, while also embracing the principles of CUSD Cares: connection, community, and celebration. This vision ensures that every graduate develops five key attributes: an engaged citizen, an innovative problem solver, a continuous learner, a skilled communicator, and an inspired leader. The ELOP supports this vision by offering an expanded learning program that further fosters opportunities for students to develop these essential skills.

The purpose of the ELOP is to offer a cohesive extension of the child's day, seamlessly transitioning from daily school routines to after-school activities. The program's ultimate goal is to cultivate a meaningful and enriching learning environment that enhances each child's expanded learning experience.

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 played a pivotal role in the creation of the ELOP program plan and continue to contribute to its success throughout the year. Parent surveys conducted by YMCA ELOP staff provide valuable insights into program evaluation and areas for continuous improvement. The results of these surveys are shared with the District administration to ensure that family voices are integrated into decision-making processes.

Additionally, families are encouraged to provide feedback during YMCA, Boys & Girls Clubs, and CUSDS engagement events and meetings, which serve as platforms for

collaboration and input. These opportunities enable parents to contribute ideas, identify needs, and highlight priorities for their children's enrichment and development. The program emphasizes maintaining strong communication with families to foster an inclusive and responsive environment that adapts to the evolving needs of both students and their families.

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.

The District has established robust partnerships with community-based organizations and other non-local education agency (LEA) entities to design and implement the ELOP. These partnerships provide essential resources, enrichment activities, and staffing to support program objectives.

Collaborative partners, including principals, YMCA Site Directors, partner agencies, and District Office staff, meet multiple times throughout the year to participate in professional learning, alignment sessions, and continuous quality improvement processes. During these meetings, participants discuss the Expanded Learning Quality Standards and share best practices to enhance program quality.

The ELOP works closely with school site leaders to integrate the program seamlessly with school operations, fostering a collaborative partnership that benefits both students and staff. Agency staff operate under the guidance of the Director of Expanded Learning, ensuring alignment with program goals and best practices.

Monthly communication between the District administration and partner organizations addresses key topics such as staffing updates, professional development, and program improvement. Additionally, the District and its partners actively participate in professional learning opportunities offered by the Orange County Department of Education (OCDE) and the California Department of Education, including Expanded Learning Communities of Practice. These engagements provide resources and training to improve program delivery.

The ELOP program is also coordinated with broader initiatives such as the Multi-Tiered Systems of Support (MTSS) to ensure alignment with the District's overarching goals. By integrating ELOP with these initiatives, the District enhances its ability to meet students' academic, social, and emotional needs effectively. Finally, the District is committed to expanding partnerships with additional organizations to provide even greater support and resources to students and their families.

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.

ELOP employs a data-driven approach to assess its strengths and weaknesses, ensuring a robust Continuous Quality Improvement (CQI) process that enhances program design, outcomes, and impact. The CQI process integrates feedback from staff, parents, students, teachers, and community partners to inform program goals and strategic planning.

The Director of Expanded Learning leads the CQI efforts by collecting and analyzing data from surveys, meetings, and other engagement activities. This data includes insights on students' social, behavioral, and skill development, focusing on competencies such as social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness.

Collaboration with community partners, teachers, program staff, and District administrators ensures a holistic approach to identifying actionable goals and strategies. These goals and actions are documented, reviewed, and refined annually, creating a dynamic cycle of reflection and intentional improvement.

By utilizing this comprehensive CQI process, ELOP remains responsive to the evolving needs of students, fostering an environment that supports their social-emotional development, academic success, and overall well-being.

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.

[ELOP Handbook](#)

[Sample ELOP Enrollment Form](#)

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?

| Element | Approximate Cost | Approximate Percent |
|--------------------------|-------------------------|----------------------------|
| Core Before/After School | \$ 7,000,000 | 70% |

| | | |
|--|------------|------|
| Program - YMCA, Boys & Girls Club | | |
| Homework Help by CUSD Teachers | \$600,000 | 6% |
| Transportation | \$128,000 | 1.2% |
| Supplemental Enrichment Programs (Dance, Music, Sports, etc) | \$600,000 | 6% |
| Supplemental Summer Programs | \$860,000 | 8.6% |
| Program Materials/Supplies | \$ 300,000 | 3.0% |
| Program Administration | \$ 520,000 | 5.2% |

The program budget is designed to directly address the needs of students and families within the community, as identified through surveys, stakeholder feedback, and data analysis. Each budget allocation has been carefully considered to ensure it is reasonable, necessary, and allowable under the requirements of the Expanded Learning Opportunities Program (ELOP).

Alignment with Community Needs

1. **Student-Centered Programming:** A significant portion of the budget is allocated to enrichment activities, academic support, and social-emotional learning programs. These are areas that families and students have prioritized, particularly in addressing learning recovery, building academic confidence, and fostering school connectedness.
2. **Accessibility:** Funds are allocated to ensure equitable access to services, including transportation and support for students from underserved populations. This ensures that all students, regardless of their circumstances, can fully participate in the program.
3. **Staffing and Professional Development:** Adequate resources are allocated to staffing and ongoing professional development to maintain high-quality instruction and enrichment. Staff training focuses on topics such as social-emotional learning, conflict resolution, and student engagement, aligning with the community's feedback about priorities for skill-building and student support.
4. **Family Engagement and Communication:** The budget supports regular family engagement activities, including workshops, program information sessions, and the development of communication tools. These efforts reflect the need for families to

stay informed and actively participate in their child's expanded learning experience.

5. **Facilities and Materials:** Investments in facilities and program materials ensure a safe, engaging, and supportive environment for all students. These resources are aligned with input from site leaders and families to meet specific needs, such as adequate space for enrichment activities, academic tutoring, and recreational programs.

Cost-Sharing Contributions

In addition to ELOP funding, the District collaborates with partner agencies that contribute cost-share items such as staffing, materials, and professional expertise. These partnerships enhance the program's capacity to serve students without overextending the budget, ensuring sustainable operations.

By prioritizing these areas, the program budget ensures that resources are used efficiently and effectively to meet the diverse needs of students and families within the community, while complying with all applicable statutes and regulations.

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

The Executive Director of State and Federal Programs and the Director of the Expanded Learning Program, in collaboration with district and site administrators, oversee the proper implementation of the program. Their responsibilities include guiding the program improvement process, submitting required data reports to the California Department of Education (CDE), facilitating monthly meetings with partner agencies and site coordinators, developing and implementing a professional development plan, fostering community partnerships, and communicating program information to the broader District community.

Fiscal management is supported by an Accounting Technician and an Account Clerk, who ensure accurate fiscal accounting and compliance with expenditure reporting requirements.

Partner agencies contracted with the District are responsible for the daily operations of the program at school sites and designated off-site locations. Their duties include:

- Recording attendance and maintaining accurate records.
- Sharing program details and updates with parents.
- Ordering materials and supplies needed for program activities.
- Coordinating with site administrators to align with school goals.
- Delivering high-quality expanded learning services to students.
- Conducting regular staff meetings to ensure program alignment and improvement.

To ensure student safety and accountability, program staff adhere to a sign-in and sign-out procedure. Staff sign students in upon arrival, and parents or guardians individually sign students out at the end of the program day. This process ensures accurate tracking and reinforces student security.

By implementing these management practices, the District ensures that the Expanded Learning Opportunities Program operates effectively, meets compliance requirements, and provides students and families with meaningful support.

- 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? X Yes ☐ No

Do you have a 21st CCLC Grant? X 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 receives funding to operate the After School Education and Safety (ASES) program at five elementary schools. ELOP funding enhances the District's ability to expand services by increasing the number of students served in grades TK through 6 during after-school hours, summer sessions, and intersession periods—all provided at no cost to families.

Leveraging ELOP Funding

ELOP funds are utilized to support key program components, including:

- **Program Staff:** Expanding the workforce to accommodate additional students and ensure appropriate staff-to-student ratios.
- **Materials and Resources:** Providing engaging and educational materials to enhance program activities.
- **Transportation:** Ensuring accessibility for all students by addressing logistical challenges.

Unified Program Policies and Procedures

ELOP policies and procedures were modeled after the ASES program's established policies and procedures, ensuring consistency and adherence to high standards. These procedures were updated to align with the ELOP audit guide, maintaining compliance with state requirements.

Enrichment Opportunities

ELOP funding enables the District to broaden the scope of enrichment offerings, introducing programs such as:

- **Dance and Drama:** Encouraging creative expression and building confidence.
- **Chess and Origami:** Fostering critical thinking, problem-solving skills, and patience.
- **Sports Activities:** Promoting physical health, teamwork, and leadership skills.

- LEGO Building: Stimulating creativity, engineering concepts, and collaborative problem-solving.
- Homework Assistance: Providing academic support to help students stay on track and succeed in their studies.

These activities are designed to support the holistic development of students, addressing their academic, social, emotional, and physical well-being while reflecting the priorities and interests of the community.

Comprehensive and Collaborative Program

The integration of ASES, ELO-P, and 21st CCLC funding will result in a unified Expanded Learning Program across the District. Staff will collaborate across all programs to streamline operations, share best practices, and create a cohesive experience for students. By combining resources and adopting consistent policies, the District ensures that all Expanded Learning Programs operate efficiently and equitably, providing high-quality services that meet the diverse needs of students and families.

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 Transitional Kindergarten (TK) and Kindergarten Expanded Learning Opportunities Program (ELOP) provides a balanced approach that integrates play and academics, fostering holistic development in young learners. Staff use a child-guided approach, taking cues from students' interests to create engaging activities and projects. The program enhances early learning in literacy, mathematics, and writing skills, alongside social-emotional growth and hands-on learning experiences. The student-to-staff ratio will be maintained at 10:1, as required.

Program Design and Collaboration

TK and Kindergarten staff collaborate closely with classroom teachers and Early Childhood Education staff to align program goals, identify strengths and challenges, and design adult-guided experiences that complement school-day learning. This collaboration ensures consistency and coherence between the regular school day and the ELOP, creating a seamless learning environment for younger students.

Staff Recruitment and Preparation

The District has implemented a robust plan for recruiting and preparing staff to work with younger children, including:

- **New Hire Orientation:** Covering essential topics such as basic health and safety, program implementation, and working effectively with younger children.
- **Ongoing Professional Development:** Regular training sessions cover critical areas such as developmentally appropriate practices, problem-solving strategies, child assessment techniques, building positive relationships, and maintaining health and safety standards.

Curriculum and Materials

The curriculum is developmentally informed, emphasizing play-based and hands-on learning activities that align with the needs of TK and Kindergarten students. To support this, ELOP funds have been used to purchase age-appropriate materials, including:

- Play kitchens and pretend food sets.
- Puzzles and manipulatives.
- Books and educational toys.
- Rugs and other classroom essentials to create a warm, welcoming environment.

Collaboration with Early Education Experts

The District collaborated with the Director of Early Education to select resources and materials best suited for TK and Kindergarten students. This ensures that the program is equipped to meet the developmental needs of this age group effectively.

By maintaining a low student-to-staff ratio, providing high-quality professional development, and designing a curriculum tailored to younger learners, the TK/Kindergarten ELOP creates a nurturing and engaging environment that supports the academic, social, and emotional growth of all students.

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?

The LEA is committed to offering the Expanded Learning Opportunities Program (ELOP) to pupils and families through culturally and linguistically appropriate communication channels and an inclusive enrollment process.

Culturally and Linguistically Effective Communication

- **Primary Language Communication:** Emails and text messages are sent in the primary language of the home using the Talking Points software, which translates into over a hundred different languages.
- **Community Outreach:**
 - Participation in ELAC meetings at school sites to share program information with families.
 - Staff meetings for Bilingual Community Liaisons (BCLs) to train them on

- assisting families with enrollment.
- Teachers communicate program details to families, including English Learners (ELs), during parent-teacher conferences.
- **Promotional Materials:** Flyers, website updates, QR codes for easy access, and invitations are provided to eligible students and their families.

Enrollment Process

- **Digital Enrollment Forms:** ELO-P enrollment forms are available on JotForm and can be easily completed on a cell phone.
- **Invitation Distribution:** Invitations are sent to families via email, text messages, and printed flyers.
- **Support Services:**
 - BCLs assist families in completing the forms and answering any questions.
 - District staff respond promptly to emails and calls from families.
- **Partner Organizations:** Enrollment forms for YMCA and Boys & Girls Clubs are provided in both English and Spanish to ensure accessibility.

Storage and Record-Keeping

Enrollment forms are securely stored digitally for efficient tracking and management, ensuring confidentiality and compliance with data management standards.

Transportation

Transportation services are provided to ensure equitable access to the Expanded Learning Opportunities Program (ELOP), addressing logistical challenges that families may face.

- **On-Site Childcare:** YMCA childcare is available at all school sites or, in some cases, at an adjacent school within walking distance for students.
- **Boys & Girls Club Transportation:** For schools with a Boys & Girls Club in their community, transportation is offered to ensure students can access the program safely and conveniently.

By offering these transportation options, the District removes barriers to participation and ensures that all families can take advantage of the opportunities provided by the ELO-P.

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 field trips must align with ELOP requirements and have an educational purpose connected to the program's academic or enrichment goals. Community partners are required to complete an [Educational Field Trip Request Form](#) for Director approval before scheduling.

Examples of Field Trips

1. **Santa Ana Zoo:** Students learn about biodiversity, animal habitats, and conservation efforts, enhancing their understanding of ecosystems and wildlife preservation.
2. **Hands-On Science Discovery Cube:** Interactive STEM exhibits engage students in problem-solving and scientific concepts like physics and engineering.
3. **Beach Field Trip:** Students explore marine ecosystems, learn about ocean conservation, and understand coastal geography and tides.

Logistics and Policies

- **Grade Levels:** TK–6.
- **Duration:** Half-day or full-day visits.
- **Transportation:** District-approved buses.
- **Staffing:** Programs maintain required staff-to-student ratios, and staff meet instructional aide qualifications.

These trips provide meaningful educational experiences that promote academic growth, cultural awareness, and hands-on learning while complying with all local policies and ELOP guidelines.

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. No fees are collected.

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.***

Sample TK AM Schedule (School Day)

6:45-7:45 Before School Care

7:45 - 11:38 Regular School Day

11:38 - 11:45 TK/Kinder Pick Up

11:45 - 12:00 Wash Hands

12:00 - 1:00 Snack Outdoor play

1:00 - 2:00 Hands-On Learning

2:00 - 2:15 Read Aloud

2:15 - 3:00 Physical Education

3:00 - 3:10 Wash Hands

3:10 - 3:40 Enrichment class #1

3:40 - 4:10 Enrichment class #2

4:10 - 4:30 Snack

4:30 - 5:30 Hands-On Learning

5:30 - 5:45 Read Aloud

5:45 - 6:00 Pick Up/Closing

TK PM Schedule (School Day)

6:45-9:00 Before School Care

9:00-9:15 Drop Off/Walk to class

9:15-1:08 Regular School Day

1:08 - 2:00 Hands-On Learning

2:00 - 2:15 Read Aloud

2:15 - 3:00 Physical Education

3:00 - 3:10 Wash Hands

3:10 - 3:40 Enrichment class #1

3:40 - 4:10 Enrichment class #2

4:10 - 4:30 Snack

4:30 - 5:30 Hands-On Learning

5:30 - 5:45 Read Aloud

5:45 - 6:00 Pick Up/Closing

Sample K Schedule (School Day)

6:45-7:45 Before School Care

7:45 - 1:55 Regular School Day

1:55 - 2:10 Kinder Pick Up

2:10 - 2:30 Snack

2:30 - 3:00 Physical Education

3:00 - 4:00 Power Half Hour (Homework Support with CUSD teachers)

4:00 - 4:30 Enrichment class #1

4:30 - 5:00 Enrichment class #2

5:00-5:25 Physical Education

5:30-6:00 Pick Up / Closing

Sample 1st-5th Grade Schedule (School Day)

6:45-8:00 Before School Care

8:00 - 2:20 Regular School Day

2:20-2:40 Attendance/ Drop off

Belongings 2:45-3:00 Snack Time

3:00-4:00 Power Hour (Homework Support with CUSD teachers) 4:00-4:30 Enrichment class

4:30-5:00 Enrichment class

5:00-5:25 Physical Education

5:30-6:00 Pick Up / Closing

Sample 6th Grade Schedule (School Day)**8:45-3:25 Regular school day**

3:25 -3:45 Attendance/ Drop off Belongings

3:45-4:00 Snack Time

4:00-5:00 Power Hour (Homework Support with CUSD teachers)

5:00-5:50 Enrichment #1

5:50-6:00 Pick Up / Closing

Sample Schedule TK-6th (Non School Day)

8:30 - 9:30 Morning Free Time

9:30 - 10:00 Hands-on Learning Activity

10:00 -10:30 Snack Unstructured Outdoor play

10:30 -11:30 Enrichment #1

11:30 -12:00 Physical Education

12:00 -12:30 Reading

12:30 - 1:30 Lunch/ Unstructured Outside Time

1:30 - 2:30 Enrichment #2

2:30 - 3:00 Small Group Instruction

3:00 - 3:30 Snack/ Unstructured Outdoor Time

3:30 - 4:30 Enrichment #3

4:30 - 5:30 Small Group Instruction

5:30 Pick Up

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.