

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Cutten Elementary 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. Cutten School
2. Ridgewood School

Governing Board Approval Date:	April 17, 2022
Review/Revision Date:	May 13, 2024
Review/Revision Date:	June 9, 2025

Purpose

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

Definitions

“Expanded learning”:

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

“Expanded Learning Opportunities”:

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

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

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage

tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for 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.

Our ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and in good working order. All program staff will be trained in safety protocols and Positive Behavior Interventions and Support practices.

Since our afterschool program is located on both the Ridgewood and Cutten campus', we consider the afterschool program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students; outside specialists to offer added instruction within the program such as art lessons; and an additional staff member to provide tutoring.

Staff will complete mandated reporter, sexual harassment, and homeless/foster youth training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email and telephone records. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including for emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year.

During the program, all staff will be expected to always maintain line of sight of all students. Students will be monitored by program staff when they need to leave program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures.

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.

The program provides an emotionally safe and supportive environment by implementing Positive Behavior Intervention Supports (PBIS), offering staff training in restorative practices and social-emotional learning, and fostering strong student-staff relationships. These strategies promote positive behavior, teach emotional regulation and conflict resolution, and ensure students feel heard, respected, and connected within the school community.

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 proposed activities will promote positive youth development through a focus on academic skill-building, social/emotional learning, recreational play experiences, using individual and group work to foster positive social development and seek to create a community of responsible citizens.

The proposed activities focus on English Language Arts, Math, STEM, Youth Development, and Arts & Enrichment with the goal of closing the opportunity gap that too often exists between the low-income students we serve and their higher-income peers.

We seek to create opportunities for students to receive support with their core content from the previous school year. We will be leveraging the highest priority content and re-engaging students in meaningful, non-routine ways to support mastery and preparedness for the upcoming school year. Input from school staff and administrators ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development over the summer.

To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

Possible Academic Enrichment activities based on student need include:

- Homework Assistance
- Academic Tutoring - Math and ELA
- Intervention Support (ELA & Math)
- Mathematics Enrichment
- Zoo Experience
- Visual and Performing Arts: (i.e.: drawing, theater, music)
- Service Learning
- Cooking
- Team Sports
- Hiking

3—Skill Building

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

In our program, we will offer academic enrichment including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic tutoring is provided for each student based on their needs and supports achievement in English Language Arts and Mathematics. The program provides small group and individual tutoring.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Activities are aligned with Common Core Standards and are based on instruction in the regular school year.

Enrichment supports retention by engaging students in fun, interesting activities while promoting thought-provoking discussion, and building cooperative skills that will contribute to future success.

Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy, learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career.

The ELO-P will also focus on the social emotional growth of students. It will use a positive discipline approach aligned with the district's research based Multi-Tiered System of Support (MTSS) and Positive Behavior Intervention and Support (PBIS). This includes opportunities for students to practice friendship, communication, and mediation skills as a part of their everyday learning. MTSS practices are designed to produce effective systems which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices.

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.

Cutten Elementary School District's summer program will actively involve students in designing academic, enrichment, and physical education activities offered in the program. This will be done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. This is a high priority for the program, and the expanded learning program will welcome school-related extracurricular activities in the afterschool hours as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

Both Cutten and Ridgewood School's conduct regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. We use the California Healthy Kids Survey to gain input on the student experience, school climate, and student engagement. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance to our afterschool program partners when new priorities or needs are identified. We have used the data gathered over the last school year to inform the design of our ELO-P program and program priorities.

Cutten Elementary School District will work with program staff and students to establish and review program elements. Expanded learning staff will work with educational partners to develop youth-led projects. These may include service-learning projects such as a beach cleanup, campus beautification, or habitat restoration, and other special events. Expanded learning staff will survey all youth enrolled in services to gain insight on elements that work, new elements of benefit to students, and elements to be removed because they do not support student academic growth and development and do not spark the interest and participation of youth enrolled. Students will take an active role in the design of clubs and enrichment groups targeting interests and needs as determined in these conversations.

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.

Our ELO-P health and wellness programs will align directly with Cutten School District's wellness policy and practices, as well as national best practices for health and wellness. Cutten School District seeks to integrate additional physical activity before, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. Activities include a focus on interactive games and sports. Physical activity programming utilizes curriculum designed to help students

- Enjoy and seek out physical activity;
- Develop a variety of basic movement and manipulative skills, experience fitness success, and enjoy physical activity;
- Develop and maintain acceptable levels of physical fitness; improve social emotional wellness: develop the ability to get along with others in movement environments; learn to work as a team; and collaborate together to reach shared goals.

Students participate in nutrition education designed to make them excited about adopting healthy eating behaviors. Activities include classroom-based nutrition workshops, cooking classes, taste tests, and other interactive activities. Students learn the importance of maintaining a healthy diet, choosing healthy foods, and preparing healthy snacks during out-of-school hours.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development; prevent immediate health problems; and may prevent long-term health problems. Through nutrition education, students learn about planning meals to meet Federal MyPlate guidelines which include a focus on benefits of eating a balanced diet. All nutrition education supports the practices established during the school day in accordance with federal school meal programs and with best practices set forth through the 2015-2020 US Dietary Guidelines for Americans and HealthyPeople 2020 national objectives. Programming also complies with Healthy Eating and Physical Activity (HEPA) standards set by the National Afterschool Association (NAA).

The program will provide healthy meals each day in accordance with the program schedule that follows USDA school meal guidelines.

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 program implemented at Cutten Elementary School District will serve diverse students from backgrounds that include white, Native American, African American, and Asian-American. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures.

The specific goal of services is to provide a program that sparks dynamic interests of students, helps them succeed in school and in the community. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Staff orientation and ongoing professional development services will include diversity, equity, and sensitivity training, including specific steps to outreach to students with

disabilities to accommodate the physical and developmental abilities of all students served, as described in more detail below.

During Service-Learning projects students could plan and implement projects such as a neighborhood clean-up/beautification that encourages them to embrace their unique backgrounds and understand strengths that they bring to projects to make their neighborhood a better place.

We have a strong and explicit commitment to diversity and equity for all students served. It will be a critical part of all orientation and ongoing professional development for staff members and volunteers providing services in the program.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. Working with teachers, program staff will implement useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

7—Quality Staff

Staff Engagement

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

Cutten Elementary School District ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all credential requirements prior to onboarding. To further confirm, the superintendent/principal is involved in the interviewing process for ELOP program staff.

Cutten Elementary School District will work with our partners to ensure that the selection of staff is based on defined qualifications, including experience working with children. The program will aim to recruit tutors with at least two years of college experience. Cutten Elementary School District's Director of Expanded Learning will oversee the management of our program.

Staff will receive training in Restorative Practices, conflict management, and mediation skills.

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)]).

Minimum staff qualificationL 18 years+, fingerprint clearance,and TB test. All staff empolyees understand that we have 1:10 adult to student ratio for TK/K and a 1:20 adult to student ratio for 1st grade -6th grade.

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)]).

Minimum training includeds CPR/First Aide training, and Keenan required trainings. We have frequsnt site level meetings to train staff on best practices and procuderres, PBIS, Restorative practices, and Trauma Informed Practices.

8—Clear Vision, Mission, and Purpose

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

The mission of the Cutten Elementary School District, in partnership with our community, is to provide students with the academic and social skills necessary to become contributing members of a global community. This mission coupled with our vision: Building a better world, one student at a time, are our guiding principles. We do this by creating a joyful, student-centered, and orderly learning environment rich in the arts and sciences, where everyone knows they are respected members of the “Cutten-Ridgewood Family”. Aligned with this, Cutten Elementary School District will offer an Expanded Learning Opportunities Program for students in TK- 6 in collaboration with the after-school program open to all TK - 6 students, and specifically reaching out to support our Title 1 students. Our Expanded Learning programs are designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focused on developing physical and social skills needed to participate and excel in a variety of sports
- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace

Our vision is to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment will foster a community of growth and learning in all of our focus areas and support students’ positive development as students, scholars, and community members.

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 Cutten Elementary School District School ELO-P team works collaboratively with school administrators, school personnel and families to gather feedback, design programming, and implement high-quality afterschool programming. The ELO-P team works with community partners to provide additional enrichment activities and wraparound supportive services in order to help increase educational equity and expand educational opportunities for students.

Partnerships include:

Two Feathers Family Services
Indian Action Council
Remi Vista
Americorp

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 Community Grant Coordinator implemented a math intervention program into the Cutten Afterschool Program in 2024-25 and 2025-26 , and we are hoping to sustain this program utilizing staff oversight and implementation. Data from our MTSS process highlights those students that need more support in math, so we can provide the extra intervention during the afterschool time. We also doubled our student capacity within these last two years, with the

support of the Community Grants program, and we hope to sustain this larger program for many years to come. We recently received a Community Engagement Initiative Grant that should help support the work we are doing in the Afterschool program.

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.

Cutten Elementary School District will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, Cutten Elementary School District will collect attendance data on a weekly basis by the Site Supervisor.

Surveys will be administered annually as part of the LCAP process. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at local data as well as CAASPP proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students

These measures of student success are coherent with the instructional day and the overarching goals of the program. All the programming offered through Expanded Learning services acts as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning.

Cutten Elementary School District is committed to maintaining a data driven CQI process based on the Quality Standards for Expanded Learning in California as defined by CDE. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners. This sets forth a cycle of continuous quality improvement which is based on three steps: 1) Assessment of Program Quality, which employs data collection on the program using multiple strategies, 2) Planning, which allows the program to use data to generate and implement an action plan for quality improvement, and 3) Improve Program Quality, which allows for staff to implement the action plan and reflect upon progress during implementation.

Once goals in the action plan are met, the action plan is reassessed allowing for ongoing rapid quality improvement. More than these steps, our vision for continuous quality improvement allows for quality improvement at the programmatic, staff, and participant level, thus allowing the program's impact to continue to evolve to meet the needs of an ever- changing base. Our program will establish a clearly defined continuous quality improvement plan

that includes: 1) outcomes based improvement goals and action steps, 2) a timeline with dates for action steps and quality improvement discussions, 3) feedback from staff, youth, parents, and partners, 4) description of the information or data needed to assess quality, and 5) clear description of the responsibilities for each person on the improvement team. Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at Cutten Elementary School District, allowing for the program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

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.

Program operations are overseen by the Director of Expanded Learning in conjunction with the Superintendent, and the site Coordinators. Roles and responsibilities are outlined below.

Director of Expanded Learning is responsible for

- Program oversight
- Site Based Staff supervision
- Program evaluation and quality improvement data analysis
- Curriculum and program selections
- Reviewing attendance data

Coordinators/Site Based Staff will be responsible for

- Tracking and reviewing attendance data
- Development of activities and schedule
- Implementation of academic support and enrichment programs
- Supervising students during structured and unstructured activities
- Maintaining an organized, safe environment for students

Monthly meetings between the Director of Expanded Learning, and Coordinators will ensure that the district is informed of expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director at least monthly regarding areas for additional support.

Cutten Elementary School District is committed to meeting all reporting expectations for this grant. Current expenditure reports adhere to California school accounting standards and demonstrate that no less than 85% of the program's expenditures are for direct services to students. An annual independent financial audit of the books and records of the Cutten Elementary School District will be conducted for each fiscal year. The books and records of the district will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide including a Single Audit, previously known as OMB circular A-133.

Budget

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

The ELOP allocation for Cutten School District for 2024-25 was \$418,855. This amount does not cover all expenses for the expanded needs of the Afterschool/ELOP program. For the 2025-26 school year we are implementing a sliding scale fee schedule based on reduced / free lunch applications and direct certifications. These funds will help provide the staffing, and opportunities for ELOP to run all programs.

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

The LEA will ensure proper implementation of ELOP program requirements through the following actions:

Annual ELOP Budget Review and Alignment with Program Goals

Each year, the LEA will conduct a thorough analysis of the ELOP (Expanded Learning Opportunities Program) budget to ensure expenditures align with identified student needs, program goals, and allowable use of funds. This review will be conducted collaboratively with site administrators, expanded learning staff, and fiscal services to determine if financial allocations are appropriately supporting staffing, enrichment activities, academic supports, transportation, and materials. Adjustments will be made based on data, enrollment, and feedback from stakeholders.

Educational Partner Engagement through LCAP Feedback and Surveys

The LEA will continue to integrate educational partner input from LCAP meetings, advisory groups, and community forums to guide the development and refinement of ELOP programming. This includes soliciting feedback on areas such as hours of operation, types of enrichment offered, academic interventions, and access for unduplicated pupils. A formal ELOP-specific survey will also be administered annually to families, staff, and students to capture their perspectives on what is working well and what improvements are needed.

Ongoing Evaluation and Accountability Structures

To ensure fidelity of implementation, the LEA will designate a program administrator or coordinator to monitor the ELOP throughout the year. Responsibilities will include site visits, program quality assessments, student attendance tracking, staff evaluations, and compliance checks against state ELOP requirements.

Use of Data to Drive Continuous Improvement

The LEA will analyze multiple data sources, including survey results, attendance, student academic progress, and behavior indicators to inform program adjustments. Findings will be shared with school leadership teams and advisory committees to support transparency and collaborative decision-making.

Capacity Building and Staff Training

Professional development will be provided to ELOP staff on topics such as student engagement, safety, trauma-informed practices, and culturally responsive teaching. This training will ensure staff are equipped to implement high-quality programming that supports the whole child and meets ELOP expectations.

Annual Reporting and Reflection

Results of the annual ELOP review, including financial expenditures, student access, and program impact, will be shared publicly through the LCAP process and district communications. This reflection will guide future planning and ensure that the program continues to evolve in alignment with student and community needs.

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?

No

Do you have a 21st CCLC Grant?

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.

Cutten Elementary School District is committed to ensuring all afterschool programming is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for afterschool programming is singular, meaning that all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in afterschool programming will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

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?

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. This includes recruitment of individuals pursuing early elementary education or child development certificates. Our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios. Cutten Elementary School District has prior experience offering a high-quality, Extended Learning program. We will use the lessons learned from this program to inform the staffing and design of our ELO-P program for our youngest learners.

Please refer to the Cutten Elementary School District's Universal Prekindergarten Planning and Implementation Program Plan for more details.

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?

ELOP Enrollment Form Process

The LEA uses a structured and equitable enrollment process to ensure that all eligible students, especially those who are part of the targeted unduplicated student groups (English learners, foster youth, and low-income students), have access to the Expanded Learning Opportunities Program (ELOP). The process includes the following steps:

Form Development and Accessibility

The ELOP enrollment form is developed annually and includes key student information, emergency contacts, authorized pick-up details, medical needs, and program participation consent. The form is made available both digitally (online) and in print at school sites. To ensure equitable access, the form is translated into the primary languages spoken within the community.

Outreach and Communication

Schools and the district office notify families of enrollment opportunities through multiple channels, including emails, newsletters, school websites, phone calls, and flyers. Priority enrollment timelines are communicated clearly, especially for unduplicated pupils, who are given first consideration in alignment with ELOP guidelines.

Submission and Review

Families complete and submit the form by the published deadline. Submissions are reviewed by program coordinators to confirm eligibility, prioritize students when space is limited, and ensure all sections are completed accurately. Incomplete forms may result in delays, so staff are available to assist families as needed.

Enrollment Confirmation

Once reviewed, families receive confirmation of enrollment status (accepted, waitlisted, or ineligible with explanation). Confirmation includes the program's start date, schedule, and contact information.

Ongoing Enrollment and Updates

The LEA allows for rolling enrollment throughout the year as space becomes available. Families may update their forms at any time if there are changes to contact information, emergency details, or student needs.

Data Management and Compliance

Enrollment data is entered into a secure student information system and used for attendance tracking, program planning, and state reporting. All forms are stored in compliance with privacy and documentation requirements.

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.

Here are several engaging and educational field trip ideas that an ELOP (Expanded Learning Opportunities Program) might schedule, aligned with enrichment, academic support, and whole-child development goals:

STEM & Academic Enrichment

Children's Museums (e.g., Exploratorium, Discovery Cube)

Science Centers or Planetariums

Local College or University Tours

Aquariums (e.g., Monterey Bay Aquarium)

Zoos with behind-the-scenes education programs

Arts & Culture

Local Theaters or Performing Arts Centers (student matinees, dance/music shows)

Art Museums or Community Art Studios

Cultural Heritage Museums (e.g., Latino, Native American, African American history)

Outdoor & Nature Exploration

Local Farms or Agricultural Centers (hands-on gardening, sustainability)

State or Regional Parks (guided nature walks, ecology education)

Botanical Gardens or Arboretums

Career Exploration

Fire or Police Department Tours

Local Businesses or Manufacturing Facilities

News Stations, Radio Studios, or Print Shops

Community & Service-Based

Library Tours with storytelling and card sign-up events

Animal Shelters (learning about pet care and volunteering)

Community Gardens or Food Banks (service learning opportunities)

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.

CUTTEN AFTERSCHOOL PROGRAM RATES AND DATES 2025 -2026

The afterschool programs run from the time school is dismissed until 5:30PM each day.

Tuition rates are based on 180 school days. Tuition already excludes holidays and school in-service days.

The rate charged per month is the total price for 180 days divided into nine payments.

The first payment is due in September. Payments are due by the end of the first week of each month.

All Prices are per Month unless otherwise listed.

Afternoons Only

1 Day 2 Day 3 Day 4 Day 5 Day

Regular Rate \$48.00 \$96.00 \$144.00 \$192.00 \$240.00

Reduced Rate* \$24.00 \$48.00 \$72.00 \$96.00 \$120.00

Free Rate* \$0 \$0 \$0 \$0 \$0

*Based on Family Income/Direct Certification from State

Miscellaneous Fees

Late Fee \$5.00 per Minute

Returned Payments \$20.00

Care will be provided on any non-student day that is reassigned as an instructional day due to emergencies.

All rates are subsidized by ELOP funding

Tuition waivers and reduced rates are verified by Family income forms or direct certification from the State.

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 School Day Schedule

Time Activity

8:00 - 8:15 Drop off and morning play

8:15 – 2:00 (TK/K-2) Regular instructional day

8:30 – 2:50 (3rd - 6th grade) Regular instructional day

2:40 - 3:30 (3rd - 6th grade)

1:50 – 3:30 (TK/K-2) Check in/Snack/Indoor Structured Games

3:30 -4:30 Homework club and tutoring

4:30 - 5:30 Outdoor Structured games or supervised free play

Sample Summer/Intersession Schedule

Time Activity

8:00 - 8:15 Drop off and morning play

8:15 – 12:15 Regular instructional day

12:15 – 1:15 Lunch

1:15-2:15 Organized Centers/ Games

2:15-2:45 Quiet reading or read aloud
2:45-3:45 Specials such as Art. STEM activities, Service projects, etc...
3:45-4:00 Afternoon snack
4:00-5:00 Intervention/Centers ELA& Math
5:00-5:30 Choice time

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.