

# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE 2025-2026

## Prepared by:

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## **Local Educational Agency and Expanded Learning Opportunities Program Site(s)**

**Local Educational Agency (LEA) Name: Cambrian 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. Bagby Elementary School
2. Fammatre Elementary School
3. Farnham Elementary School
4. Ida Price Middle School
5. Sartorette Elementary School
6. Steindorf Steam School K-8

**Governing Board Approval Date: June 16, 2022**

**Governing Board Review/Revision & Approval Date: January 15, 2026**

For more information, visit the ELO-P Website: [Expanded Learning Opportunities Program Plan - Cambrian School District](#)

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

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

### 1. 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. You can find information about the Quality Standard on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

- LEAs should download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the [California Department of Education’s \(CDE\) Quality Standards and CQI web page](#).

#### 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.

### 2. 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

Cambrian Expanded Learning Opportunities - Program Plan

[California Department of Education Expanded Learning Opportunities Program Plan Guide](#)

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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.

### **3. 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.

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**1—Safe and Supportive Environment**

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

The Cambrian School District Extended Day Program is located at each school site campus to provide safe, positive, and inclusive learning environments that will continue to enrich the lives of our students beyond the traditional school day. Each school site's extended day environment has been developed with the lens of child and adolescent development to foster continued learning, creativity, and positive social-emotional development. The environment is clean, organized, and aesthetically pleasing, with high-quality materials provided for our students. The Cambrian Extended Day program works closely with each school site's administration and staff, as well as Cambrian School District departments and the Cambrian School District's parent/guardian community, to provide optimal support for all our students. Each Cambrian Expanded Learning program site offers our students developmentally appropriate structure and classroom processes and procedures, which are communicated to the Cambrian community through program handbooks, monthly newsletters, schedules, and meetings. Responsive classroom management practices are put in place to ensure that our students receive a consistent level of support when transitioning from the traditional school day to the extended day learning programs.

Health and Wellness: Cambrian Extended Day works directly with the district nurse and school site health clerks in the understanding and implementation of student medical needs. The program follows all district health and wellness requirements. Incident and accident reports are documented through the district portal and communicated to the Student Services Department and school site administration. Student injuries and incidents are immediately reported to authorized student guardians while program staff address students' immediate practical needs. In emergency situations staff will call 911 to support at the school site location. School site custodial support is also present during program hours to assist in cleanup. Each program site is equipped with a first aid back pack, AED defibrillator and a locked medicine cabinet to store student medication that includes doctor's orders paperwork. Staff assist students in teaching about basic health needs such as appropriate hydration and eating, awareness of best

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practices when operating in differing weather climates throughout the school year and appropriate and sanitary bathroom practices.

Staff Training: All staff are required to pass a background check, complete CPR certification and district mandated Keenan training. They are mandated reporters and are required to adhere to the district code of conduct in which they are required to sign. Staff are trained in how to accommodate specific student medical needs as well as in fire and safety drills and protocols. Site supervisor staff participate in district provided professional developments specifically focused on positive behavioral management strategies and are recertified every year in Safety- Care Crisis Prevention Training. Staff are required to wear district provided uniforms complete with shirt/sweatshirt with program logo, staff ID badge, first aid pack and walkie talkie. Staff partake in monthly district walkie talkie checks to ensure systems are working properly and communication protocols are practiced.

Safety of Students: Students are required to be monitored by program staff at all times and required staff to student ratios are adhered to. All tracking of student attendance and contracts are monitored through the program Eleyo registration system. Students are signed in and out of the program using an ipad containing the Eleyo registration system app. Staff communicate with the school site front office and student guardian/s if a student does not check into the program but is expected to attend on the particular date. The Eleyo registration app provides all student information including each student’s authorized pick up list. Staff ID guardians when picking up students to ensure the guardian is listed under authorized pick ups. If an adult is not listed on the authorized pick up list staff will not release the student and will touch base with authorized guardian as to next steps regarding authorization and release of the student. If students are not picked up at program closing, staff will stay with the student and contact the student’s guardian. If after program hours and student guardians are unreachable, staff will work with the district administrative team to include police in securing the continued safety of the student.

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**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.

Positive Behavior Intervention Support (PBIS)/Second Step Social-emotional skill development is taught through the implementation of the district PBIS and Second Step programs, focused on "acknowledging students for consistent positive behavior where direct instruction of expected behaviors will occur throughout the school year through routines and language with respect to appropriate school behavior that is consistent throughout the school." Site supervisor staff work with the district behavior specialist in refining behavior management skills and are continuing training in The Zones of Regulation curriculum. Site supervisor staff have implemented several incentive strategies to support student social emotional development in creating a "Junior Leadership" program where students can volunteer to mentor younger students in the program through the support of staff. Students participate in the "Caught Being Good" program where they are able to earn coins (these coins have "Caught Being Good" written on them). When staff observe students engaging in kind, helpful and prosocial behaviors the students may earn a coin along with verbal praise by staff with an explanation of the prosocial behavior identified. The coins are stored in each student's individual coin bag which they then are able to purchase items at the monthly program store. Staff make it a point to involve student's guardians in the implementation of the program reinforcer and share positive feedback and praise with student guardians when a student earns a coin to ensure both student and guardian understand what prosocial behavior the student demonstrated and to reinforce the continuation of positive social emotional development.

The Extended Day site supervisors work collaboratively with school site administration in the continued support of students social and emotional well being during the transition from the school day to the extended day program. At the student guardian's invitation, Extended Day supervisors attend student 504 meetings and work closely with the school site administrative team to support the student's behavioral support plan to provide consistency between the school day and the Extended Day. The Extended Day program also supports student social and emotional well being through facilitating partnerships with outside counseling services and agencies who push in to implement ABA (Applied Behavior Analysis) therapy during program hours. This is done through the initiation of the student's guardian and facilitated by Extended Day supervisor staff.

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**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 Cambrian Extended Day program’s mission is to support students in becoming passionate lifelong learners who are caring, collaborative, critical thinkers, and actively engaged in their learning process. We believe in providing a differentiated program curriculum and activities that are child-centered, giving children a voice and choice. All areas of a child's development are supported during the extended day, including physical, social, emotional, and cognitive development. Daily activities include STEAM projects, additional academic support, creative arts and music, life skills, creative play, team building, and recreation. Creativity is a key element in the learning development process. Through project-based learning and activities, our students receive daily opportunities to develop and expand their interests and talents, while exploring new skill sets and learning concepts.

In addition, the Cambrian School District will create and provide expanded learning opportunities beyond the school day that support the unique needs of each school community. Examples of programs include STEM, world languages, recreational intramural sports, and fine arts programs. The district will also expand its districtwide programs, such as the Elementary Choir, the Beginning and Cadet Band Program, Starting Arts, and the math club, among others. These additional programs will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

**3—Skill Building**

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

The Cambrian Extended Day program, designed from the perspective of educating the whole child, incorporates specific skill-building opportunities into every aspect of the program. Each project-based learning opportunity is taught through STEAM activities, where each lesson has specific learning goals and objectives further to support our students’ academic and social-emotional development skills. We strive to provide a meaningful, child-centered curriculum that promotes critical thinking, helping our

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children develop and maintain a passion for learning and the ability to become lifelong learners and global citizens. Our program staff teach within an educational framework that fosters child-centered and culturally responsive education, where children develop a sense of industry and agency.

The Extended Day program also offers a dedicated homework time where students are encouraged to complete classroom assignments with the support of program staff. Homework time has proven to be beneficial in many facets: students are provided a quiet supportive environment to focus on assignments, working parents experience less stress at home as homework is often completed at Extended Day and teachers often check in with students after school and work in collaboration with site Extended Day staff to best support students. Each Extended Day program site is equipped with a high quality library to support and encourage literacy development and to provide opportunity for students who express the need for calm activities after school. Several of our Extended Day programs utilize the school site library for homework time and work with the school librarian to provide student access to library resources.

#### **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.

In developing a new enrichment program during the academic school year and for six weeks in the summer, student voice, as well as the voice of the parent community, is imperative to our program's mission of providing high-quality care outside of the traditional school day. Student voice has been integral to the program development process from the outset, with students giving input on the program's structure, as well as its programming, content, curriculum, and materials. Our staff continually asks for feedback from our students on how we can better provide learning and enrichment opportunities that cater to their interests, so that our students feel they have significant ownership in our programs. Students are provided opportunities with the support of staff to mentor younger students and lead their peers in lead activities and games of student interest, as well as engage in daily group meetings/check-ins and opportunities for leadership in restorative justice practices.

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**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 Extended Day program collaborates with the school district's food services team to provide daily healthy snack options for students that adhere to all State and Federal requirements, as well as the Dietary Guidelines for Americans. The Extended Day program and staff support our students in learning about making healthy food choices and the importance of nutrition, exercise, sleep and healthy hygiene practices. Program staff also model the health practices and behaviors that are taught to students.

The Extended Day program adheres to school site health practices and in partnership with student guardians to ensure a strong home/school connection. Students are provided daily opportunities to participate in various, age-appropriate outdoor recreational games, sports and structured free play during program hours. The Extended Day program also collaborates with local community agencies, such as Valley Sports Camp, to provide additional resources that support healthy choices and behaviors.

**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.

All children deserve the opportunity to attend school communities that nurture the whole child. This includes the child's background, learning style, and culture. Our program cultivates the positive inclinations of culturally responsive employees, where students, parents, and the community are seen as integral contributors to school and district success and culture. Program staff address the educational needs by teaching in culturally and linguistically responsive ways and acting as agents of positive change. Our program collaborates with school sites and district administrative teams to provide all Cambrian School District students with equitable access to the extended day program.

**Policy on Student Participation in Extended Day Programs**

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### **Purpose**

This policy affirms Cambrian School District’s commitment to providing equitable, inclusive, and accessible extended-day programs, including before-school, after-school, summer, and intersession programs, under the Expanded Learning Opportunities Program (ELO-P) for all TK–6th-grade students.

### **Policy Statement**

All students enrolled in TK–6th grade are eligible to participate in the district’s extended day programs. These programs are designed to meet students’ academic, social, emotional, and physical needs through safe, engaging, and enriching learning experiences. Participation will not be restricted based on academic performance, behavioral history, socioeconomic status, disability, or other demographic factors.

The District is committed to upholding principles of equity and inclusion in all aspects of program design and implementation.

### **Program Access and Supports**

- The extended day programs will provide developmentally appropriate, engaging, and inclusive opportunities for all students.
- Activities will reflect a diversity of student backgrounds, learning styles, and interests.
- Participation will be offered at no cost to eligible students in alignment with ELO-P requirements and district guidelines.
- Families will receive timely, clear, and accessible information regarding program options, registration, schedules, and contact points for support.

### **Priority Enrollment for Unduplicated Pupils (UPP)**

In accordance with California’s Expanded Learning Opportunities Program (ELO-P) guidelines, the Cambrian School District gives enrollment priority to Unduplicated Pupils (UPP) when program space is limited. Unduplicated Pupils include students who:

- Are eligible for free or reduced-price meals
- Are English learners
- Are foster youth or students experiencing homelessness

### **Enrollment Priority Order:**

- Foster youth and homeless students
- Students eligible for free or reduced-price meals
- English learners
- All other students

If program demand exceeds capacity, students will be admitted in accordance with this priority list. A waitlist will be maintained based on these tiers, and available slots will be filled accordingly.

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The district will ensure that all Unduplicated Pupils whose families request enrollment are given access to the program, consistent with state guidance. Where applicable, no fees will be charged to Unduplicated Pupils.

### **Support for Students with Special Needs**

The Cambrian School District recognizes that students with disabilities and those with special needs may require specific supports to access and benefit from extended day programming. In alignment with federal and state laws, including the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), the district will take the following steps:

#### **1. Commitment to Inclusion**

- a. All students with disabilities will be offered the opportunity to participate in extended day programs alongside their peers to the greatest extent possible.

#### **2. Accommodations and Supports**

- a. Reasonable accommodations will be made to ensure accessibility to activities and environments. These may include, but are not limited to:
  - i. Adjusted materials or pacing
  - ii. Additional supervision if feasible
  - iii. Modified schedules or physical environments
- b. Staff will be trained to support inclusive practices and work in collaboration with specialized services personnel as needed.

#### **3. Family Engagement and Communication**

- a. Parents/guardians of students with special needs will be provided with information about how their child's needs will be supported during program participation.
- b. Meetings may be convened (when necessary) to ensure alignment between the program environment and a student's needs.

#### **4. When Participation May Not Be Feasible**

- a. If, despite reasonable accommodations, the program is unable to safely or appropriately meet a student's needs, the following steps will be taken:
  - i. A team meeting will be held, involving the family, site supervisor, extended-day program staff, and appropriate specialized services personnel.
  - ii. Alternative options will be explored, including community-based programs or modified participation plans.
  - iii. Any decision affecting a student's participation will be documented, and a follow-up plan will be developed to support the student's continued enrichment and learning outside of the program.

### **Implementation and Review**

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- Program staff and site supervisors will receive annual training on this policy, including legal responsibilities, inclusive practices, and procedures for accommodating students with disabilities.
- This policy will be reviewed annually in coordination with district stakeholders, including specialized services staff, families, and site administrators, to ensure continuous improvement.

**7—Quality Staff**

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

**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)]).

As a result of instituting structures and processes that promote collaborative inquiry and problem-solving, the Cambrian Extended Day program team will work together to create a cohesive team that trusts one another and shares responsibility and leadership. Cambrian Extended Day adheres to the mandated student-to-staff ratios of 10:1 for TK and Kindergarten, and 20:1 for grades 1-8. The Cambrian Extended Day team recognizes that their individual and collective professional experience and knowledge base are valued and necessary to develop a new, high-quality extended care program for students. To work effectively with students and build strong relationships, staff will receive ongoing training in:

- Health and Safety procedures: work with the Student Services department to provide safety training to staff.
- Program expectations: Provide training in areas of behavioral management, building appropriate relationships with students and parents, and maintaining professionalism.
- Program Structures: Train staff on how to effectively deliver program lessons/projects to students, and familiarize them with the program's content.

The Cambrian School District administration will continue to support, recruit and retain high-quality staff in providing ongoing training in social-emotional learning and PBIS strategies, program content area training such as STEAM and recreation, culturally

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responsive and restorative justice teaching practices, as well as classroom management. Cambrian Extended Day staff also follow the Cambrian Classified employee evaluation cycle to promote accountability, self-reflection, professional goal setting and growth.

**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)]).

To support the professional growth of Extended Day supervisor staff and to build capacity in conducting high quality extended day programs the Cambrian school district provides opportunity for supervisor staff to participate in district wide trainings alongside school site teachers and administrators as well as separate department trainings. The goal in including Extended Day staff in district professional developments is to foster a strong sense of community between school site staff and Extended Day staff to better support students. The Extended Day program is not a lone entity on each school site campus but rather an integral part of the school culture.

Staff have participated in the two day district provided training of The Regulated Classroom alongside district teachers and occupational therapists with a focus on learning about and implementing effective strategies in trauma-informed teaching. Extended Day supervisor staff are Safety Care certified and participate in yearly recertification classes provided by the district. The Extended Day program also works in partnership with the district behavior specialist in refining behavior management skills and in The Zones of Regulation curriculum. Staff meetings focus on professional development in the areas of developing the adult as a leader in the school community and in positive classroom management and behavior development.

**8—Clear Vision, Mission, and Purpose**

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

The Cambrian Extended Day program supports the Cambrian School District's vision and mission of creating nurturing learning environments that honor and inspire the

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whole child. Every child deserves an education and enrichment opportunities grounded in equity, nurturance, and rigor. Each child's capacity to achieve academically and socially will be positively cultivated. We are a community of learners and innovators who love to have fun in the process. Our purpose is to provide our students with the opportunity and support to develop social, emotional, and academic skills through enriched learning, sports, and play. With continual input and feedback from all Cambrian School District Community stakeholders, our program strives to create a strong sense of community where all students feel safe, valued, and respected. At Cambrian Extended Day, we support and provide our students with the opportunity to form new friendships, participate in engaging hands-on activities, take on leadership roles, and contribute to the development and improvement of the extended day program.

**9—Collaborative Partnerships**

- Detail the program’s 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.

Collaborative partnerships with both students and their families directly support the program’s purpose of supporting student engagement in the Cambrian School District community and in improving academic and social emotional outcomes of our students.

Student and parent voice have been integral in the development of the Extended Day program from its fruition six years ago. Working as a collaborative community where all school district stakeholders worked together to establish the Cambrian Extended Day program and in following best practices of family-community engagement in a partnership that is culturally responsive and inclusive student and community voice is integral in the program’s continued development. Informal focus groups of children and parents to help shape the Extended Day program were conducted throughout the creation of the Extended Day Program and a formal parent survey will be conducted at the end of the 2025-2026 school year to provide families opportunity to communicate perspective.

Communication protocols through monthly partner-newsletter summarizing program

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events and upcoming activities along with a yearly program update at the January community board meeting, formal/informal check-ins at pick up times, supervisor/parent meetings and communication via phone call and/or email are many avenues in which the district parent community have access in the continued partnership of the Extended Day program.

**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.

Collaborative partnerships with local educational agencies provide our students with a variety of high-quality experiences after the school day. By collaborating with local agencies in our own community the relationships formed between local working professionals who not only share resources but also serve as role models for our students.

The Cambrian Extended Day program is open to all district students, with ELO-P students receiving priority. Many of our students who qualify through ELO-P who attend Cambrian Extended Day also participate in other afterschool activities that the district has partnered with, such as Starting Arts, music programs, afterschool athletics, and clubs. The Extended Day program supports students with the logistics of transitioning between programs after school, allowing them to participate in all offered programming.

**Valley Sports Camp:** <https://www.valleysportscamp.com/>

Grades TK-5th: Valley Sports Camp supports our students in playing and learning sports that focus on sportsmanship, teamwork, building friendships, and fun. Each week, students learn about a new character-building trait (such as integrity, honesty, or sportsmanship) and have the opportunity to put it into practice.

**Starting Arts:** <https://www.startingarts.com/arts-programs/>

Grades TK-5: Starting Arts offers hands-on arts experiences in four disciplines (dance, music, theater, and visual arts) in classes taught by skilled professional artists who share their expert knowledge and passion with students. Classes are standards-based and align with Common Core Standards.

**10—Continuous Quality Improvement**

- Describe the collection and use of student social, behavioral, or skill development

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data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The Cambrian Extended Day program strives to achieve continuous quality improvement through collaboration with all Cambrian School District community stakeholders, including students, guardians, staff, district administration, and the school board. Our program will continue to work in close collaboration with the Cambrian School District administration to develop and refine our program framework and goals, ensuring they best support our students' academic, physical, and social-emotional development through enrichment opportunities. The extended day program uses data from multiple sources to assess areas of program needed, areas of growth, and program strengths. The Continuous Quality Improvement plan will incorporate feedback from community stakeholders through both formal and informal surveys, guiding program development and growth.

## **11—Program Management**

### **Policies and Procedures**

- Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The Cambrian Extended Day program organizational structure operates under the oversight of the Cambrian School District Educational Services Department in collaboration with the Coordinator of Cambrian Extended Day to develop and execute all program goals and objectives including the continual development and improvement of the extended day program, pursuing community collaborative partnerships, providing ongoing professional development for extended day staff, facilitating weekly staff meeting with site supervisors, providing extended day program information to Cambrian School District community stakeholders. The extended day program features a program supervisor at each school site location, whose role is to manage and oversee the daily operations of the extended day program throughout the year, including all non-school day and summer programs.

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### **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 Program.<sup>3</sup>
- How does this budget reflect the needs of students and families within the community?

The Expanded Learning Opportunities Program (ELO-P) budget supports the Cambrian School District’s commitment to providing equitable, engaging, and accessible enrichment opportunities beyond the traditional school day. The District’s allocations prioritize staffing, professional learning, and enrichment activities that address the needs of students and families, with particular attention to unduplicated pupils such as those qualifying for free and reduced-price meals. A portion of the budget supports the Extended Day Program through staffing and administrative services to ensure safe, structured, and high-quality environments across all school sites. Additional supervisory positions were funded at sites with high student enrollment to maintain appropriate ratios and student safety. The largest portion of funding is dedicated to subsidizing participation for low-income families, ensuring financial barriers do not prevent students from accessing before- and after-school care and enrichment opportunities. Investments in professional development for Extended Day staff reflect the District’s focus on building staff capacity to deliver engaging and inclusive programming aligned with students’ academic and social-emotional needs. The budget also allocates funding for after-school enrichment programs, such as music, performing arts, and alternative sports, which provide diverse opportunities for students to explore their interests and talents. Additional resources for services, materials, and supplies ensure programs are adequately equipped to operate effectively and maintain high quality. Whenever a districtwide program is offered at no cost to all students, unduplicated pupils are given priority for participation when capacity is limited.

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

To ensure the proper implementation of these requirements, the District has established clear oversight, communication, and accountability procedures. Site

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administrators are responsible for maintaining accurate enrollment records, monitoring attendance, and documenting family outreach, especially to unduplicated pupil populations. The Educational Services Department provides guidance and ongoing monitoring to ensure that all program expenditures are reasonable, necessary, and allowable under ELO-P regulations. Communication to families is conducted through culturally and linguistically appropriate channels to ensure equitable access and understanding. Program quality and compliance are reviewed regularly through collaboration between site administrators, the Extended Day Coordinator, and Fiscal Services. These coordinated efforts ensure that all ELO-P activities are implemented with fidelity, equity, and alignment to state and district requirements.

<sup>1</sup> (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)

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

<sup>3</sup> (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

## General Questions

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

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

Do you have an ASES Grant?  Yes  No

Do you have a 21st CCLC Grant?  Yes  No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

N/A

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**2. 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 Cambrian Extended Day team has an extensive background in teaching and program development for preschool, TK, and Kindergarten, and, in partnership with the Educational Services Department, will continue to develop and implement child-centered curricula through the lens of child development. The curriculum will focus on developing the whole child through play-based, differentiated instruction, incorporating STEAM projects, music, literacy development, social-emotional development, physical activity, and imaginative play. TK and Kindergarten children will be grouped in the extended care programs to provide an opportunity for grade-specific instruction, where staff will receive professional development and continued support in early childhood pedagogy and development.

**3. 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 enrolment process. Include the distribution of the form, signature process, and how the forms are stored.
- Will transportation be provided?

The Extended Day Program uses a registration system called Eleyo (<https://cambriansd.ce.eleyo.com/>) where student guardians create an account and submit a contract to be approved by program staff. All contracts are stored through the online registration system where guardians provide signatures electronically. This

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portal is where student guardians receive all information regarding Cambrian Extended Day and the ability to attend at no cost through ELO-Program funding:

## ***Cambrian Expanded Learning Program/Extended Day***

*Through the [Expanded Learning Opportunity Programs State Funding](#), families who qualify will be able to participate in all Cambrian Extended Day programs at no cost. To find out if your child qualifies for the Cambrian Expanded Learning/Extended Day Program at no cost, please submit the [Cambrian Household Income Form](#). Families are required to reapply each year in July to continue to attend Cambrian Extended Day at no cost.*

*Questions regarding the Cambrian Household Income Form, please contact:*

*Rebekah Ortega, Accounting Clerk, [ortegar@cambriansd.com](mailto:ortegar@cambriansd.com) | 408.558.4911*

*Please email your notification letter of approval to Gabrielle White at [whiteg@cambriansd.com](mailto:whiteg@cambriansd.com).*

Communication to district families is sent out through several different district online communication platforms in both English and Spanish as well as sent through text message. The Extended Day program also has a point of contact for Spanish speaking families to speak with staff directly in Spanish and will connect families with interpreters in need of support who make speak an additional language. Students who qualify at no cost are given first priority in enrollment in all Extended Day programs including programming during the school year, non-school days camps and summer programming.

The Cambrian Extended Day programs are located on all six school site campuses. Program staff meet TK and Kindergarten students directly at their classrooms and walk students to the extended day classrooms. Students 1st-8th grade walk independently to Extended Day classroom where staff check in students on ipads using the Eleyo registration portal.

#### **4. 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

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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.

During the Expanded Learning summer program, students participate in weekly off campus field trips located at a nearby neighborhood park. Students walk in grade level specific groups led by assigned staff in adherence to staff-to-student ratios for a field day experience.

Students have the opportunity to play group sports such as flag football, soccer, kick ball, frisbee and parachutes and can choose from card games, chess and crafts. The purpose of the field day trips are to provide students an opportunity to spend time in their neighborhood community, engage in healthy life practices and to provide a high quality learning environment in addition to the school campus during summer programming.

## **5. 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.

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- 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.

The Cambrian School District’s Expanded Learning Opportunities Program (ELO-P) provides equitable access to before- and after-school enrichment opportunities for all TK–6 students. The District does not charge family fees for participation in any ELO-P-funded programs. All students are eligible to participate. Those identified as unduplicated pupils, including students eligible for free or reduced-price meals, foster youth, and homeless students, may attend at no cost. Whenever a districtwide program is offered at no cost to all students, unduplicated pupils are given priority for participation when capacity is limited. By eliminating fees and ensuring priority access for the most vulnerable student groups, the District upholds its commitment to equitable participation and compliance with state and federal program requirements.

## 6. 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.

### **Cambrian Extended Day Program**

Program Highlights: Dedicated homework/reading time and academic enrichment/support. STEAM activities (Science, Technology, Engineering, Art, and Math). Social and Emotional Development and Learning- PBIS/ Second Step Curriculum. Outdoor activities, sports, and free play. Interest-based projects, activities, and games, as well as Creative and imaginative play.

#### **Sample Daily Schedule:**

7:00-8:30 AM: Indoor self-directed activities, homework support.

School Site Dismissal-2:30 PM: Staggered check-in, snack, indoor self-directed activities, group meeting. 3:30-4:15 PM: Outdoor activities, sports, supervised free play and team building.

4:15-5:00 PM: Academic Enrichment/ Homework Support.

5:00-5:45 PM: STEAM Activities (Science, Technology, Engineering, Arts, and Math).

5:45-6:00 PM: Clean up and staggered check-out.

#### **Non School Day Extended Day Camp:**

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Cambrian Extended Day non-school days of operation are based on the Board approved 2025-2026 school calendar from 7:30 a.m.- 6:00 p.m. each day. Dates included: Oct. 31, Nov. 24-25, Feb. 17-19, March 20, April 14-16.

**Cambrian Extended Day Program/Summer “Camp Cambrian”**

Mission: Our mission at Camp Cambrian is to provide Cambrian School District students with a jam-packed, fun, and hands-on summer program. Each week of camp is designed to meet the varied interests of our campers through science, technology, engineering, art, and math, not to mention crafts, team building, and recreation!

**Sample Daily Schedule:**

Time: 8:30 AM - 4:00 PM, Extended Day Program 4:00-5:30 PM

**Weeks and Themes:**

Week 1	6/16-6/20	<i>STEAM MANIA</i>
Week 2	6/23-6/27	<i>COLOR CRAZE</i>
Week 3	7/7-7/18	<i>BRICKS+BOTS</i>
Week 4	7/14-7/18	<i>THE GREAT OUTDOORS</i>
Week 5	7/21-7/25	<i>SPACE ADVENTURES!</i>
Week 6	7/28-8/1	<i>GOING FOR GOLD</i>

**Daily Camper Schedule:**

8:30-9:00 AM	Camper Check-in
9:00-9:30 AM	Clubhouse Time
9:30-10:30 AM	Enrichment
10:30-11:00 AM	Morning Snack/Recreation
11:00-12:00 PM	Themed STEAM Activities
12:00-1:00 PM	Lunch/Recreation
1:00-2:00 PM	Themed STEAM Activities
2:00-2:30 PM	Afternoon Snack/Recreation
2:30-4:00 PM	Camper’s Choice
4:00-5:30 PM	Extended Day Program

**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

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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):**

- (i) 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.

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- (ii) 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 Schoolsites**

#### **EC Section 46120(b)(3):**

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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):**

(1) [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.

(2) [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

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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**

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**EC Section 8483.4(b-d)**

(b) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c). (c) For purposes of this section, an “event” includes any of the following: (1) Death of a child from any cause.

- (2) Any injury to a child that requires medical treatment.
- (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
- (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
- (5) Epidemic outbreaks.
- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) An arrest of an employee of the third party.
- (10) Any other event as specified by the local educational agency.

(d) When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information in order for the pupil to receive services pursuant to this article.