

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:	Evergreen 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. Cadwallader Elementary School
2. Carolyn Clark Elementary School
3. Cedar Grove Elementary School
4. Evergreen Elementary School
5. Holly Oak Elementary School
6. James Franklin Smith Elementary School
7. Katherine Smith Elementary School
8. Millbrook Elementary School
9. Montgomery Elementary School
10. Norwood Creek Elementary School
11. O. B. Whaley Elementary School
12. Silver Oak Elementary School
13. Tom Matsumoto Elementary School
14. Chaboya Middle School
15. George V. LeyVa Middle School
16. Quimby Oak Middle School

Governing Board Approval Date:	May 8, 2025
Review/Revision Date:	
Review/Revision Date:	

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 for 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.

Evergreen Elementary School District prioritizes student safety and partners with vetted organizations to offer safe, enriching Extended Learning Opportunity Programs (ELOP). These include after school, before school (pilot), intersession, Saturday enrichment, and summer sessions.

All providers prioritize safety and inclusivity in all aspects of their programs. Safety procedures are aligned with school-day policies through regular staff training, participation in district-led drills, and ongoing professional development. Training at the start of the year, as well as ongoing training ensures staff are well-versed in emergency procedures and best practices.

Program Structure & Safety

Programs are site-based; transportation is provided to hub sites if needed.
Emergency incidents after hours must be reported to administration and documented within 24 hours.
All providers follow strict safety, attendance, and student release procedures.
Staff are trained in CPR and safety protocols such as disaster, fire, and lockdown protocols.
Non-discriminatory practices are maintained.

ELOP Partners

YMCA

Provides after school programs at 10 of 13 elementary schools and a before school pilot at Cadwallader Elementary in 2025-26.
Emphasizes safety: ADA compliance, staff training, site safety checks, ID checks, and secure student release.
Strong ties with local law enforcement and city gang task forces.

Right At School (RAS)

Will offer after school programs at 3 of 10 elementary schools and a before school pilot at Norwood Creek Elementary in 2025-26.
Focuses on holistic child development in a safe, nurturing environment.
Staff complete in-person and ongoing virtual training, including district-aligned safety drills and professional development.

Little Heroes

Provides intersession and Saturday enrichment programs.
Emphasis on conflict resolution strategies.
Complies with all district policies and procedures.

FORXA

Provides summer session programs.

Staff trained bi-monthly; attendance and sign-in/out logs maintained.
Aligns with EESD safety standards.

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.

All programs, YMCA, Right At School, Little Heroes, and FORXA are deeply committed to creating environments where students feel safe, supported, and valued. Their programs emphasize:

Strong student-staff relationships

Collaboration with school leaders on creating safe spaces

Inclusion teams to support students with IEPs and 504 plans, ensuring equitable and enriching experiences for all learners.

YMCA

Rooted in Project Cornerstone and the 40 Developmental Assets, plus a locally-added 41st Asset—Positive Cultural Identity.

Social-Emotional Learning Focus:

Social Awareness: Navigating social situations effectively.

Self-Management: Emotional regulation, goal setting, and initiative.

Self-Awareness: Developing interests and a growth mindset.

Responsible Decision-Making: Thoughtful choices and evaluating consequences.

Right At School

Focus on Character and Culture: Activities are designed to help students build character, explore diverse cultures, and foster emotional growth and new friendships.

Leadership Development: Through the Junior Educator program, students take active roles in leading daily activities, promoting responsibility, teamwork, and leadership.

All programs align with school day Positive Behavior Intervention and Support practices in which students are recognized for exhibiting desired behavior thus creating positive, predictable, equitable and safe learning environments where students thrive.

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.

YMCA

Academic Support: Daily 30–45 minutes of small group, differentiated instruction in core subjects, led by After School Leaders and school staff to support students below grade level.

Enrichment: STEM and digital arts stations to spark curiosity and support skills mastery.
Health & Fitness: Dance, sports, clubs, and nutrition education to promote physical well-being.

Youth Development:

Project-Based Learning (2x/week) for teamwork and skill-building.
College & Career Exploration (2x/month).
Leadership Development (1x/week).

Social Responsibility: Service learning (quarterly), multicultural arts, and global learning (weekly) to foster cultural awareness.

Family Engagement: Monthly events, volunteer opportunities, and trainings to build community and strengthen family involvement.

Little Heroes

Peer Mentorship Program: Focused on leadership and inclusion for 20–30 at-risk students per school.

Weekly tutoring and leadership training.
Skills include public speaking, conflict resolution, and organizing inclusive recess activities.
“Playmakers” help manage a positive and inclusive playground environment.

FORXA

Applied Knowledge Efficacy (AKE): Students apply foundational academic skills in advanced, meaningful ways.
Cultural Enrichment: Exposure to culturally inclusive art forms like dance, music, and digital art.
Mentoring: Older students mentor younger ones to foster guidance and support.
Parent Engagement: Schools and families share responsibility for student development through performance attendance and outreach.
Special Education Support: Customized curriculum tailored to the unique needs of students with disabilities.

Right At School

Curriculum Approach: Combines constructivist, inquiry-based, project-based, culturally responsive, and SEL strategies.
Academic Reinforcement: Activities designed to extend classroom learning through hands-on experiences and gamified instruction.

Enrichment Focus:

STEAM, physical fitness, leadership, and responsible citizenship.
Language Adventures: Daily second language learning—Spanish for TK–1st grade, ASL for older students.
Community Connections: Emphasizes service learning and collaboration with local and global communities.

3—Skill Building

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

YMCA

Core Approach: Emphasizes the 4 Cs—Collaboration, Communication, Critical Thinking, and Creativity—within project-based learning and clubs.

SAFE Tool Framework: Activities are Sequenced, Active, Focused, and Explicit, ensuring clear learning goals and hands-on engagement.

21st-Century Skills: Students develop both hard and soft skills, reinforced through weekly developmental assets lessons (e.g., achievement motivation, conflict resolution planning).

Culminating Events: Students showcase skills via public performances and presentations, boosting confidence and real-world application.

Little Heroes

Peer Mentorship Model: Develops leadership, responsibility, and conflict resolution skills through active roles as recess leaders and classroom role models.

Long-Term Development: Mentorship continues across grade levels, with older students returning to guide younger peers.

Support Structure: Ongoing tutoring and coaching to ensure academic and behavioral success.

FORXA

Empowerment Through Effort: Guided by the motto, “If You Earn It, You Deserve It,” students are encouraged to give 150% effort to achieve success.

Confidence-Building Activities: From performing arts to P.E., students are exposed to varied experiences that foster self-efficacy and well-rounded development.

Inclusive, Customizable Learning: Adapted to meet students' backgrounds and needs, supporting both skill mastery and personal growth.

Right At School (RAS)

Holistic Curriculum: Combines academic, social-emotional, and leadership development through inquiry-based, constructivist, and project-based methods.

Daily Learning Themes: Promote SEL competencies—such as self-awareness, empathy, decision-making, and relationship-building—through intentional activities.

"I AM" Themes: Students reflect on values like I am curious, I am persistent, and I am respectful to build character and self-identity.

Play-Based Learning: Includes fitness, homework support, and enrichment blocks to practice persistence, collaboration, and self-regulation.

Technology Integration: Tools like iReady are used for personalized academic support, reinforcing key skills.

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.

All four programs—YMCA, Little Heroes, FORXA, and Right At School prioritize active student engagement, youth voice, and leadership development as core pillars of their approach to holistic learning.

Shared Leadership & Student Voice

Programs embed youth as partners in learning, empowering them to lead, contribute, and shape their experience. Students are encouraged to take ownership through leadership roles like leading activities, managing supplies, or acting as timekeepers, mentors, or program ambassadors. Youth have the freedom to make choices and influence program design through structured support and scaffolding from staff.

Mentorship & Peer Leadership

YMCA, FORXA, Little Heroes, and Right At School include mentorship models where older or more experienced students mentor younger peers. These programs support the development of responsibility, empathy, and leadership through peer guidance and service. Students return year-over-year to give back to their communities, fostering a cycle of mentorship and engagement.

Voice and Choice in Activities

Students are offered opportunities to self-select enrichment activities (e.g., FORXA's arts rotations) and express themselves through Town Halls (RAS) or leadership roles in community-building and enrichment projects. Programs like YMCA and RAS intentionally create space for student input through community agreements, collaborative planning, and reflection exercises.

Skill & Confidence Building

All programs aim to help students build confidence, ownership, and self-direction, supporting their development as capable, future-ready individuals. Leadership opportunities are extended to all students, not just those with traditional leadership traits, reinforcing inclusivity and equity in youth development.

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.

All program providers collaborate closely with Evergreen School District's Child Nutrition Services (CNS) to deliver nutritious meals—including breakfast, snacks, and supper—that meet or exceed all state and federal guidelines. Each program promotes healthy lifestyles through balanced nutrition, regular physical activity, and wellness education.

The YMCA emphasizes modeling healthy choices, with meals that surpass district standards, a focus on food as fuel—not reward—and daily physical activity. Staff are trained to promote wellness, discourage unhealthy food options, and actively involve families through health education and community events.

FORXA complements healthy snack offerings with engaging physical activities like dance; works with CNS to ensure compliance and supports overall student well-being.

Right At School (RAS) provides Smart Snacks-compliant, nut-free options and incorporates daily physical activity through games and fitness challenges. Their wellness-focused curriculum promotes teamwork, sportsmanship, and healthy decision-making. RAS also partners with wellness organizations to expand health education and instill lifelong healthy habits in students.

Little Heroes pairs healthy eating ideas with fun environments in which children thrive and stay active through a myriad of sports including basketball, soccer, flag football, and street hockey.

Across all programs, physical activity is integrated into daily routines, and staff actively model positive behaviors to create supportive environments that encourage nutritious choices and active living.

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 providers are committed to creating inclusive, culturally responsive environments that celebrate diversity and support equitable access for every student. Programs intentionally reflect the cultural, linguistic, and ability-based diversity of the Evergreen School District community by designing activities that engage students across all backgrounds and needs, and by training staff to model inclusive practices.

The YMCA, in partnership with Evergreen Elementary School District, integrates cultural awareness, global learning, and inclusion into every aspect of its Expanded Learning Opportunity Program (ELOP). Monthly thematic activities explore students' own cultures and others, while the curriculum emphasizes diverse representation in STEM and the arts. YMCA staff participate in ongoing cultural competency training, collaborate with Project Cornerstone to build positive cultural identity, and align their approach with the district's equity policy. Multilingual communication, bilingual staff, and individualized support for students with IEPs or 504 Plans ensure full participation. Language, transportation, and/or caregiving responsibilities are addressed through flexible scheduling, community partnerships, and wraparound supports.

FORXA celebrates all students through multicultural arts and dance, and delivers a customizable curriculum that supports special education needs. The program encourages cultural expression and builds leadership through peer mentoring.

Little Heroes primary goal is to instill a strong sense of confidence and ownership in young people by offering meaningful opportunities for mentorship, guidance, and personal growth. Fostering inclusion and encouraging self-direction are essential in empowering youth to grow into confident leaders at school and as influential members of their community.

Right At School (RAS) fosters positive identity development and inclusion through culturally responsive teaching, an "I Am" character development program, and a curriculum reviewed for cultural equity. With multilingual staff, translated materials, and personalized adaptations, RAS ensures accessibility for English learners and students with disabilities. Their Inclusion Team provides case-by-case support to create safe, welcoming daily experiences for all students.

Collectively, these programs reflect a shared commitment to honoring student identity, building community, and ensuring every child feels seen, valued, and empowered to succeed.

7—Quality Staff

Staff Engagement

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

Each program provider prioritizes high-quality staffing and professional development as essential to delivering impactful, inclusive, and engaging learning experiences. By recruiting knowledgeable, culturally competent staff and investing in their continuous growth, these programs ensure that all students are supported by skilled educators who reflect the communities they serve.

All program staff must meet district instructional aide requirements, typically holding an AA degree or 48 college units and/or proof of an equivalency exam, with many staff fluent in students' home languages and embedded in the local community. Site Directors bring supervisory and organizational experience, while all staff receive professional development covering a broad range of topics including child protection, curriculum planning, and working with families. Program partners and Evergreen School District also ensure staff meet fingerprinting and testing requirements.

FORXA has maintained a strong eight-year partnership with Evergreen School District and holds high standards for hiring staff who deliver quality programming in dance, art, and music. Their instructors meet all district hiring criteria and provide students access to enriching artistic experiences they might not otherwise encounter.

All providers employ a rigorous hiring and training process, including background checks. Some boast a flipped learning model for professional development. Ongoing coaching, site visits, and leadership pathways ensure educators continue to grow and deliver high-quality instruction aligned with ELOP standards.

Together, these programs demonstrate a shared commitment to staffing excellence, ensuring that every student benefits from well-trained, responsive educators who are equipped to foster growth, inclusion, and success.

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)]).

Staff Qualifications and Requirements for ELOP and ASES Programs

Site-level staff must meet instructional aide requirements set by each district. In the Evergreen School District, these requirements include having either 48 college-level units, an associate degree, or an undergraduate degree. All staff must also pass a background check.

If a candidate does not meet the minimum educational qualifications, they must pass the Evergreen School District's Paraeducator Assessment Test.

Health and Safety Requirements for All Staff

All staff must provide a certificate from an authorized health provider confirming they are free of infectious tuberculosis before beginning work with children, in accordance with Education Code 49406. Staff must also complete a fingerprint scan through LIVESCAN or another authorized fingerprinting service. No employee or contractor is permitted to have contact with students prior to receiving fingerprinting clearance and submitting proof of a negative TB test.

Staffing Ratios

Staffing ratios must comply with ELOP guidelines:

1 Leader per 10 Transitional Kindergarten/Kindergarten students

1 Leader per 20 students in grades 1–8

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)]).

All program providers have unique staff development programs, including but not limited to those outlined below, that reflect their commitment to continuous learning and professional growth for their teams.

One provider offers a robust array of staff development opportunities, with personnel attending over 40 hours of professional development annually, in addition to regular staff meetings. Some trainings are mandatory for all staff, such as Child Protection Training, First Aid and CPR, Classroom Management, Curriculum Planning, Behavior Guidance, Health and Wellness Programming (including Physical Activity and Nutrition Education), Working with Families, Developing and Nurturing School Relationships, and Child Development. Additional trainings are tailored to staff needs. Staff also participate in two to three half-day conferences and a full-day regional conference where they can select sessions aligned with their professional interests.

Another provider ensures that all staff are trained on classroom management and safety procedures, with required trainings conducted twice per month.

One program utilizes a blended training model that includes custom online modules, assessments, and scenario-based applications. Staff receive ongoing support through regular site visits from area and regional managers, as well as job-embedded coaching from Learning & Development Coaches. Program Quality Assessments are also conducted regularly to guide individual and team improvement efforts.

All providers have full access to the Region 5 Expanded Learning Partnership's online learning platform, GIFT. Evergreen Elementary School District encourages partners to utilize the wide range of courses—organized by Quality Standards—as a valuable supplement to their district and agency-specific training programs.

8—Clear Vision, Mission, and Purpose

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

EESD's Vision Statement: Evergreen Elementary School District, in partnership with the community, will be a place where teachers, staff and students are partners in developing each student's unique potential.

EESD's Mission Statement: Evergreen Elementary School District provides all students a high-quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility, global-mindedness and a commitment to academic and civic excellence.

Evergreen School District, as the Program Grantee, works in conjunction with the YMCA of Silicon Valley, Little Heroes, FORXA, and Right At School (2025-26) and uses a variety of data points to assess student need as well as educational partner needs in determining Expanded Learning Opportunity Program (ELOP) opportunities. This data includes free and reduced price meal eligibility, student proficiency from local performance assessments, and attendance rates. The ELO program is open to all students in accordance with program requirements.

Unduplicated pupils (English learners, Foster and McKinney-Vento youth, and students receiving free or reduced priced meals) are prioritized for program placement.

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.

Student and parent/guardian data from the annual School Safety Survey informed the creation of the program plan. In addition to survey data, the district conducts needs assessments at LCAP educational partners meetings as well as feedback at District Advisory and District English Language Advisory Committee meetings. Students leaders also meet with the Superintendent of Schools to provide input regarding the types of activities they believe enhance the school experience as well as areas of needed improvement.

Each program provider administers their own parent satisfaction survey, using the results to evaluate and adjust their programs as needed. EESD leadership collaborates with providers to review the data, supporting informed decisions about continuing, modifying, or introducing programs to best meet community needs.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non- LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

EESD collaborates closely with its sub recipients and enrichment partners to design, implement, and sustain comprehensive Expanded Learning Opportunities Program (ELOP) services across its schools, including Katherine Smith and George V. LeyVa Middle School, district Community Schools. These partnerships ensure students have access to high-quality academic and enrichment opportunities both during and beyond the regular school day. All programs are aligned with the District's Multi-Tiered Systems of Support (MTSS), addressing academic success, positive behavior, and whole-child development.

YMCA, a long-standing partner operates ELO programs at 10 of the district's 13 elementary schools (Cadwallader, Carolyn Clark, Evergreen, Holly Oak, James Franklin Smith, Katherine Smith, Millbrook, Montgomery, O.B. Whaley, and Silver Oak). This partnership has spanned over two decades and involves deep coordination between district leadership and the provider's executive team. Together, YMCA and district staff co-develop and update the Program Plan, which incorporates Quality Standards and Continuous Quality Improvement (CQI) strategies. School principals also contribute to the plan, ensuring site-specific alignment.

At each school, site directors are embedded within the school community, working on campus approximately six hours a day, five days a week. They may attend school staff meetings, thus serving as vital communication links between after school and school-day staff. Weekly meetings between school and afterschool teams help coordinate logistics, academic and enrichment goals, and student support strategies. Collaboration also occurs with other educational partners to ensure programming is responsive to students' needs.

Program oversight and communication occur across multiple levels. At the school level, collaboration includes regular interaction with site councils composed of parents, teachers, administrators, and support staff. At the district level, EESD's Educational Services team work closely with partners to ensure high-quality implementation, appropriate resource allocation, and long-term program sustainability. At the county level, EESD participates in the Santa Clara County After School Collaborative, a network of school districts and providers that meet monthly to share resources, participate in joint trainings, and collaborate on workforce development strategies.

In addition to academic support, enrichment programs are an essential part of ELOP. FORXA co-develops arts-based programming with EESD and offers dance education across many school sites. Their program culminates in student showcases that are well attended by families and have been featured in local media. The ELOP structure has expanded student access to these in-demand offerings. The partner also supports a middle school Arts Academy that has contributed to improved summer program attendance among middle school students.

In the 2025–26 school year, EESD will launch a new pilot partnership at three elementary schools—Cedar Grove, Norwood Creek, and Tom Matsumoto. Right at School will align programming with district goals, collaborate with school and district staff, and engage families through daily communication, surveys, an online portal, and on-site informational tools. They will conduct regular check-ins with administrators and teachers to coordinate services, especially for students with special needs.

Ongoing communication is a cornerstone of EESD’s collaborative approach. Feedback is gathered not only during the school year but year-round through face-to-face meetings, email correspondence, and surveys. EESD encourages its school sites to actively involve program providers in planning and training, including participation in pre-service and in-service professional development days. This inclusive, coordinated effort strengthens program alignment with school-day instruction and fosters strong relationships among all educational partners.

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.

District leadership participates in Region 5 training and PLCs to stay updated on program requirements and best practices. Evergreen School District, in partnership with the YMCA and other co-applicant districts, conduct annual Program Quality Assessments (PQA) as part of the Continuous Quality Improvement (CQI) process. Educational partners, including families, community partners, and students, are involved in observations and goal setting, with data shared between Site Directors and school staff.

For ELOP (Expanded Learning Opportunities Program), performance measures align with school-day instruction, supported by strong collaboration between ELOP staff and school personnel, with Site Directors playing an integral role in communication and planning.

Partner Organizations:

YMCA: Collaborates with the district on annual program assessments and CQI review.

FORXA and Little Heroes: Focus on Social Emotional Learning (SEL), developing skills in self-esteem, decision-making, emotional regulation, empathy, and work ethic through regular program reviews.

Right At School (RAS): Uses a “Safety & Joy Assessment” to evaluate programming based on safety, engagement, and partnerships. RAS will conduct internal evaluations, quarterly walkthroughs with district leads, and biannual family surveys to guide continuous improvement and maintain high program quality.

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.

All expanded learning partners operate under the direction of district leadership—specifically the Director of Educational Services or a designee. The district participates in Region 5 Expanded Learning Program/MCOE Leadership Team meetings and ensures high program quality through regular communication, site visits, and written reports on program strengths and improvement areas.

With Expanded Learning Opportunities Program (ELOP) funding, the district can now offer academic support and enrichment to students at all schools, expanding beyond the three schools currently eligible for ASES (Holly Oak, O.B. Whaley, and Montgomery). A new ELOP/ASES program manager will soon be hired to oversee all sites and report to the Director of Educational Services.

Fiscal & Attendance Reporting

Partner Agencies must submit invoices (monthly, quarterly, or one-time) and detailed service descriptions (before/after school, Saturday, summer, intersession).

ASES fiscal reports are submitted semi-annually to the California Department of Education.

All in-kind contributions and fiscal records are maintained at the district business office.

YMCA, FORXA, Little Heroes, and Right At School (RAS) are responsible for maintaining enrollment and attendance records. Reports are provided routinely or upon request for audits and compliance.

YMCA Program Structure and Roles

The YMCA collaborates closely with the district to align program goals with the district's mission, focusing on SEL, family engagement, enriched learning, and staff development.

Site Directors are full-time, on campus for six hours daily, and serve as the communication link between program and school staff. They manage safety, planning, staffing, coaching, and curriculum.

Line Staff lead grade-level groups for the full year and are responsible for academic support, enrichment, student relationships, parent engagement, and collaboration with school-day teachers.

Weekly & Monthly Meetings: Staff meet weekly for PD and planning, and Site Directors hold monthly meetings with school-day staff and administrators.

Three-Tier Communication Model:

Site-Level: Coordination with teachers, parents, and CBOs to meet student needs.

District-Level: Monthly collaborative planning with the Director of Educational Services.

County-Level: Attendance at Santa Clara County Collaborative meetings and Region 5 grantee sessions for training and updates.

Right At School (RAS) Operations

RAS provides full-service management at each site with Program Managers, Area Managers, and Educators.

Emphasizes safety and compliance with state ratios and FERPA regulations.

Offers automated weekly or monthly reporting for enrollment and attendance via the Lineleader platform, which includes a parent-accessible app.
Provides early release/late arrival policies in its annually updated parent handbook.
Ensures clean data and transparency through frequent reporting and strong on-site supervision.

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 budgeted programs meet the needs of students and families in the community by providing all students access to high quality expanded learning enrichment opportunities. Annual budget adjustments may be required based on statewide apportionment guidelines.

The districts apportionment for the 2024-25 school year totals \$4,806,204 and can be broken down into the following categories:

Staff - \$1,300,278

Contracts - \$2,208,434

Transportation - \$77,922

Supplies/Materials - \$499,570

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

The District will ensure proper implementation of the above requirements through the following methods:

Maintaining oversight of all ELO programs

Conducting routine walkthroughs to ensure staff to student ratios are maintained

Ongoing fiduciary and programmatic oversight at the district level

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

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

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

General Questions

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

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

Do you have an ASES Grant?

Yes

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.

Evergreen's comprehensive and universal Expanded Learning Opportunity Program will increase access to quality academic and enrichment opportunities for students at all 16 schools by providing access to quality academic support and enrichment programs.

Funding from the Expanded Learning Opportunities Program (ELOP) and After School Education and Safety (ASES), of which only three schools are eligible, Holly Oak, O.B. Whaley, and Montgomery allows the district to increase programmatic offerings beyond current After School Education and Safety (ASES) activities.

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?

We will foster intentional collaboration and alignment with Expanded Learning staff on strategies for working with younger children, ensuring consistency with the school day environment. This will include training on the California Frameworks and Foundations, as well as the California Early Childhood portal. Professional development will focus on TK/K standards, curriculum, teaching practices, and the integration of SEL and enrichment activities. Special attention will be given to developmentally suitable SEL lessons and activities.

Pupil to staff ratio will be maintained as follows:
10 pupils to 1 Leader

TK/K Program Sample Daily Schedule:

Program Hours: Immediate dismissal from school until 6pm

Circle Time (30 minutes)

Welcome Song

Review Letter, shape, color, number of the week

Story Time

Learning Centers (40 minutes)

Small group homework support
Academic activities – number and letters
Puzzles
Physical Activity (30 minutes)
Snack (20 minutes)
Enrichment Centers (40 minutes)
Enrichment Activities
Art
Science
Cooking
SEL Activities (20 minutes)
Closing Circle Time (30 minutes)
Reflections
Small Group Time

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The district will offer ELOP to its students and families using culturally and linguistically effective communication channels through weekly district Parent/Guardian newsletter via Parent Square, site administrators also disseminate ELOP offerings via site Parent Square postings. Translated information is provided in Spanish and Vietnamese. Additionally, all students received a paper flier translated in the aforementioned languages outlining ELOP offerings. Digital and hard copies contained information regarding interest in the programs, timelines for registration and enrollment (Google form and paper registration forms), as well as notification of program acceptance/enrollment. The district will maintain an active waitlist for all ELO programs if necessary and routinely move students from the waitlist to enrolled.

Transportation will be provided if there is no ELO program offered at the home school.

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.

ELO program providers shall identify third parties for field trips and shall confirm that such third parties are acceptable to school district prior to contracting with them.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney- Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

No fees will be collected from families of children attending Expanded Learning Opportunity Programs (ELOP).

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.**

Regular Instructional Day (9 hour sample schedule)

8am - 2:30pm - Instructional Day

2:30 - 6:00pm - ELO-P (Academic/Homework support, Enrichment Activities)

Breakfast, Lunch, and Snack/Supper provided

Intersession Day (9 hour sample schedule)

7:30am - 4:30pm

Camp Activities (Academic support, STEM, SEL, VAPA, sports/physical activities)

Breakfast, Lunch, and Snack/Supper provided

Saturday ELO-P Enrichment Program (9 hour sample schedule)

8:00am - 5:00pm

Camp Activities (Academic support, STEM, SEL, VAPA, sports/physical activities)

Breakfast, Lunch, and Snack/Supper provided

Summer School (9 hour sample schedule)

7:30am - 8:30am - SEL activities + Breakfast

8:30am - 12:30pm - Instructional Blocks

12:30pm - 4:30pm - Enrichment Programs (Academic support, STEM, SEL, VAPA, sports/physical activities)

Breakfast, Lunch, and Snack/Supper provided