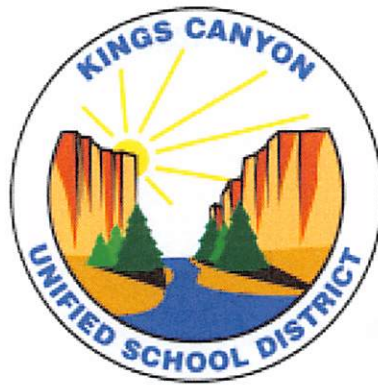


Expanded Learning Opportunities Program Plan Guide

Kings Canyon Unified School District

1801 10th Street
Reedley, CA 93654

Updated August 25, 2026



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

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Previous Plan Approval Dates:

8.12.25

8.13.24

3.9.23

10.13.22

3.22.22

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Kings Canyon Joint Unified School
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Instructions: Please list the school sites that your LEA selected to operate the ELO-P.

1. A.L.Conner Elementary School
2. Alta Elementary School
3. Citrus Middle School
4. Dunlap Elementary School
5. Grant Middle School
6. Great Western Elementary School
7. Jefferson Elementary School
8. Lincoln Elementary School
9. McCord Elementary School
- 10.Navelencia Middle School
- 11.Riverview Elementary School
- 12.Sheridan Elementary School
- 13.Silas Bartsch Elementary School
- 14.Thomas Law Reed Elementary School
- 15.Washington Elementary School

Governing Board Approval
Date:Aug. 25, 2026

Purpose

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

Definitions

“Expanded learning”:

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

“Expanded Learning Opportunities”:

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

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

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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

Student safety in a supportive, nurturing, challenging environment is the number one goal of KCUSD's ELO-P funded programs; all of which occur on school sites. School-aligned health and safety procedures and policies are in place including a minimum of two staff members certified in CPR/First Aid. Each school site administrator provides access and explanation to ELO-P site leaders about specific health needs of any student with health alerts or health plans on record at the school site. Collaborative meetings are scheduled with school leaders to further develop a safe and supportive environment, including providing information on lock-down procedures, and ensuring ELO-P staff is appropriately trained in those procedures. Health records are maintained, with incident reporting occurring immediately when such incidents occur. Because this district contracts with outside Providers, managers of those organizations are informed immediately if incidents occur or concerns for student health or safety arise. Staff training occurs at the onset of each new school year, and includes all mandated training requirements (safety, harassment, mandated reporting, etc.).

The program staff collaborates with site administrators and teachers to identify participant strengths, interests, and learning styles. Staff development includes how to encourage and develop youth skills related to their strengths and interests. Most activities address a variety of learning styles. Families are provided resources of support. All programs are offered on school sites, and transportation is coordinated within the district to allow for safe travel to and from the program.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The program's goal is for students to feel success and empowerment while gaining skills and strategies that will help them during the regular school day and prepare them academically and socially for ensuing years. Facilities are clean and well-maintained, with custodial supplies and staff increasing to compensate for the increasing number of ELO-P participants and their expanded activities. Staff are trained in the district's behavior intervention programs (e.g., PBIS, CHAMPS, restorative practices) and Social Emotional Learning (SEL) curriculum. Providers rotate the SEL team for presentations to all enrolled ELO-P students throughout the year, so that any concerns with emotionally struggling students can be addressed immediately.

Each site's program focuses on creating a learning environment where individuals feel valued, respected, and comfortable expressing their thoughts and feelings. Skills emphasized include active listening, empathy, validation, and open communication; thus fostering a sense of trust and security. This approach enhances student well-being, improves learning outcomes, and increases general engagement, for the betterment of each student and a healthier, richer environment overall. Once there is a sense of such a safe place (where students express themselves openly without fear of judgment, ridicule, or harm), the entire student community learns to recognize the feelings of others, and to understand what those other students may be saying before reacting harshly. These objectives become concrete with intentional support and training for ELO-P staff in social emotional (SEL) awareness, and recognition of possible signs of trauma or internalized struggles.

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.

Academic and enrichment activities are developed with targeted curriculum standards, and provide the experience of learning through multiple senses (e.g., project-based learning). Learning is supported by frequent use of technology. Daily structured tutorial programs are adopted, designed and implemented through collaboration with teachers and administration. Homework is monitored through communication among program site staff, students, parents, and teachers. Assistance is provided in small groups with attention to individual needs. Consistent communication between regular day teachers and program staff is essential and ongoing.

Staff provides a variety of activities that are hands-on and seek youth feedback in the

development of lessons. Providers, (CYM, City of Reedley) work closely with KCUSD to continually review and expand the structures of support provided to staff, so that quality of experiences and activities for students is closely monitored, refreshed and upgraded. Youth regularly work in groups that have a clear purpose and result in a culminating event or product. The leadership of both Provider organizations works collaboratively with Fresno County Superintendent of Schools (FCSS) Project Specialists and school and district administrators to facilitate discussion regarding the objectives of the program that can supplement the goals of the regular school day. Additionally, both Providers partner with dynamic vendors to bring engaging, hands-on opportunities directly to school sites—offering students access to enriching experiences like engineering, diverse dance styles, boxing, African drumming, robotics, coding, embroidery, culinary arts, and more. Students stay motivated and curious as they explore new interests in a fun, hands-on learning environment.

3—Skill Building

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

Staff facilitates activities and conversations that increase participants' 21st Century skills, sense of personal and social responsibilities, and understanding of life and career options. Participants are regularly involved in projects and activities that increase understanding and use of creativity, critical thinking, and information and communication technology. A specific focus is placed on science, technology, engineering, and math (STEM) topics, as well as art (both performing and visual) and social-emotional learning (SEL) skills. Additionally, staff members support mastery by facilitating youth reflections and offering constructive feedback to help youth learn from their experiences. The educational literacy strategies and enrichment activities supplement the academic goals of the regular day, building skills and strengthening achievement.

Our Expanded Learning Opportunities Programs offer high-level culminating trips and projects that extend on-campus learning through real-world experiences at top-tier facilities and venues. These opportunities are intentionally designed to reinforce academic concepts while building essential skills such as problem-solving, communication, and teamwork. By connecting hands-on exploration with targeted skill development, students gain deeper understanding and practical tools that support their long-term growth.

Certificated staff are consulted on a consistent basis. Tutorial programs focus on closing achievement gaps, with instruction differentiated to meet individual needs and interest.

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 the upper grades, ELO-P youth leadership committees are formed to market expanded learning programs, review program practices and policies, impact lessons and activities based on student interest, provide feedback and assess community needs. Students in lower grades learn how to offer feedback in guided focus groups, designed and led with intentionality, so that these younger students are coached in the methods of positive communication with their staff mentors. Additionally, particular lessons may include student reflection activities where students provide their own ideas, or perhaps have opportunities to make recommendations for future activities. Staff also integrate opportunities for choices throughout activities (e.g., choosing materials, distributing responsibilities, selecting projects, etc.).

Increasing leadership opportunities for students is an ongoing goal of the ELO-P. In particular, exit grade students work with younger students during celebration activities, open library times, and holiday art activities. Providing these “big brother/big sister” moments fosters the sense of a community family where members care for the well-being of others. Building relationships in this way is key for expanded learning program staff and students. Oftentimes once a strong relationship is built and students have trust in each other as well as older friends on campus, the stage is set to learn more about student viewpoints, concerns and interests.

The results of leadership committee assessments of community needs often result in youth-led projects serving the community. Such activities are age and grade level specific.

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 expanded learning representative collaborates with school administration to identify healthy practices to implement and contribute to the school wellness plan. Daily snacks (and meals in the summer) are provided by the district’s meal program, and are designed to meet all requirements of these federal meal programs. Beyond these daily provisions for students, when designing lesson plans, staff tie in healthy choices and behaviors, which are often appropriate to the lesson. Types of healthy practices and activities include healthy cooking classes, daily sports/athletics, structured physical fitness, yoga, dance, and nutrition lessons. Age-appropriate wellness curriculum and resources are utilized throughout the program. Staff model good nutrition, healthy behaviors, and active lifestyles during the program. FCSS Wellness and Nutrition staff collaborate with programs promoting youth to share their wellness knowledge to influence program activities, as well as their families, peers, and the community.

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.

Staff development plans include on-going diversity and sensitivity training. Activities are adapted to accommodate the physical and developmental abilities of all youth. The program celebrates the various cultural and unique backgrounds of their community through activities and community events. Expanded learning staff serve as models for our expanded learning students. The presence of a positive adult that reflects student culture and ethnicity contributes to nurturing a positive school climate. Site leads, FCSS Project Specialists, site administration, program provider leaders, and parents meet to review program structure so all students can participate and are successful in the program. Program Providers collaborate with the school district to coordinate extra support for students with disabilities or special needs. School sites with Special Day Class (SDC) programs encourage parents to access the ELO-P so that their children have the same opportunities as their peers for the many outstanding supplemental activities that happen in the after school hours. For students who require additional adult support, that support is provided in the way of additional trained staff so that no one is excluded from opportunities provided in ELO-P. It should also be noted that expanded learning programs provide a space for low-pressure opportunities for English language learners to practice oral language in a safe, informal environment while actively engaged in hands-on games, computer-based programs or learning activities. Bilingual staff are also a support for English language learners.

7—Quality Staff

Staff Engagement

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

As intended for ELO-P dollars beginning in 2021-2022, a sufficient number of staff will be maintained resulting in no waiting lists for families with students in grades TK-6 who request a place for their children in the ELO-P. Program Providers recruit, hire, and train qualified staff who engage students in all program activities. KCUSD actively supports the quest for dynamic and enthusiastic staff to interact with students by providing access to shared staff (KCUSD employees in a.m. hired for ELO-P in the p.m.), shared resources (presenters used by the district shared as presenters for ELO-P), and shared facilities (e.g., high school pool, theater).

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Minimum qualifications for staff are that they pass the school district's approved paraprofessional exam or have 48 college units (semester), have a valid driver's license or CA Identification Card, and possess a high school diploma. To ensure the safety of students, all staff undergo fingerprint analysis for DOJ clearance. Students are supervised by program staff with a desired ratio of 16 to 1, and a maximum

average of 20 students per staff member, grades 1-12; and 10 to 1 for Kindergarten (K) and Transitional Kindergarten (TK). Additionally, a Career Work Experience Program was launched in 2022-2023 to link interested and qualified high school seniors with ELO-P, beginning with elementary school sites. This expands the Summer Work Experience Program, providing training, skills, professional connections, and daily after school employment. Teens work alongside adult staff to provide extra “hands on deck” for the vastly increasing activities and experiences in the upcoming school year’s ELO-P. This structure necessarily addresses the issues of programs currently being short staffed throughout Fresno County. This “pipeline” has seen nearly 50 of the Career Work Experience interns transition to full staff tutors upon graduation from high school!

Kings Canyon Joint Unified School District (KCUSD) will monitor its pupil-to-staff member ratio daily, in transitional kindergarten and kindergarten. The district's subcontracted Providers will begin the search, hiring, and training of additional staff, once the ratio begins to approach the 10:1 maximum (for example, when the ratio nears the 8:1 ratio). Thus, the regulated 10:1 ratio will not be exceeded.

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-P, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

Specific steps are taken throughout the recruiting, hiring, and training process to ensure staff are qualified, are receiving ongoing professional development, and are evaluated regularly. New-hire training consists of topics including: program provider history, mission and vision; general work practices and policies; safety; harassment training; mandated reporter, suicide prevention and job-specific training. Both Providers for KCUSD’s ELO-P plan and execute a minimum of 3-5 training days annually to keep staff well equipped and confident in the tools and resources they utilize with students. The job-specific training includes classroom management (PBIS, CHAMPS, discipline systems), lesson planning (enrichment sheets, Common Core/Content/CTE standards), and evaluation systems (observation forms, 12 Quality Standards, mandated reporter training, active shooter training, sexual harassment, bullying, suicide prevention, and general workplace safety). Beyond the 3-5 large scale training dates, site leads are involved with daily coaching of both new recruits and veteran staff. Feedback on lessons occurs regularly, to promote the use of lessons that are truly engaging and informative for participants.

Additionally, both Providers collaborate closely with the District to deliver targeted training that supports students with special needs, child development needs, and those exhibiting challenging behaviors. These trainings ensure alignment with district policies and procedures, promoting consistency across programs and equipping staff with the skills and expectations established during the regular school day.

8—Clear Vision, Mission, and Purpose

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

The vision, mission, and purpose of the program in KCUSD is best described as it is written in the "Grant Protocols and Processes" developed by the ELO-P Team and duplicated below:

Kings Canyon Unified School District (KCUSD) has worked diligently for more than 25 years, to offer after school program services to students, that expand their learning well beyond the school day. For decades, many agencies and individuals have committed to the work of co-creating an outstanding Expanded Learning Opportunities Program (ELO-P) in the 15 elementary and middle schools within the geography of the school district. That service to others goes well beyond protocols and processes, and is grounded in paving the way to a bright and opportunity-filled future for our children. The ELO-P Oversight Team for KCUSD, including Community Youth Ministries (CYM) and City of Reedley, takes seriously its obligation as good stewards of the money the grant provides, using those funds to create a highly effective balance of experiences and vendor-provided opportunities. These experiences for all students forge an equity of life skills that would otherwise be absent for those who may also be children of poverty. Our vision then becomes a passion to expose our students to bigger and better realities, to expand their vision of life, to help them discover their own talents, to gain confidence in personal relationships with value-filled adults, and to provide a safety net for children sooner rather than later. This meaningful and rewarding program shows students how they too can overcome life's obstacles, even attaining a place in higher education that quite possibly no one in their families has heretofore had. Some students even become ELO-P staff, in essence "paying it forward," to those who follow in their ELO-P footsteps. There is no doubt that the ELO-P grant dollars have grown our program so that no child is left out of the opportunity to share in this adventure! It is an unprecedented moment in California, as children are made an exceptional priority in being given a seat in the ELO-P, simply by saying so. Join us on the journey as we get up, get involved, and get going on the work of creating a brighter future for our children.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Students and families are engaged in the development of the program plan by offering their insights, ideas, reflections, and suggestions at various times throughout the school year. At least once each year, the Providers request that the program plan be presented at a school site council or parent club meeting. As described in #8 above, student feedback on the program plan is sought through formal surveys with older students, and in discussion groups with younger students. Parents have specific questions about the ELO-P in their annual Parent Survey, which the district typically does in the spring of each school year. The expanded learning program site lead works collaboratively with students, parents, school site councils, principals, district office personnel, and program provider leaders to ensure that the expanded learning program supports and promotes the academic and behavioral goals of the regular school day. With this in mind, additional student support services are provided to educate students on social emotional wellbeing and substance abuse counseling, and also to offer library services beyond the school day. Students and parents provide input either directly or through surveys and communicate individual and family needs. School site councils are attended and serve as a discussion forum to assist in developing and promoting community goals. Program Providers and the FCSS project specialist perform an annual program assessment through FPM reviews to expand the needs assessment to include best practices for program content, delivery, staffing and program management.

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.

Other community-based organizations include a variety of service clubs, institutes of higher education, foundations, and community organizations, all contributing to the enrichment of KCUSD expanded learning programs. This includes and is not limited to: Fresno County Superintendent of Schools (FCSS), City of Reedley, Community Youth Ministries, Reedley Police Department, Adventist Health, Sierra Kings Health Care District, California Health Collaborative, Reedley College, Fresno State University (CSUF), CSUF Foundation, Educational Resource Consultants, Fresno Pacific University. These agencies are eager to be included in the implementation of ELO-P goals as they visit schools and participate in a wide variety of experiences with students. Many of them also contribute to the ideas contained in this program plan through their participation in KCUSD's Youth Multi-Agency Project (YMAP).

The Community Schools initiative pairs well with KCUSD's after school programs in that the 4 pillars of community schools are infused with family engagement. Those pillars (Integrated Student Supports; Expanded and Enriched Learning Time and Opportunities; Active Family and Community Engagement; and Collaborative Leadership and Practices) are already woven into the standards of CQI (Continuous Quality Improvement) because without them, the program provides only a shell or framework, without filling that framework with effective outcomes for students and

their families. There are at least 5 opportunities annually for families to engage with their children in celebrating the outcomes of skills and activities that have been learned in the ELO-P. Extending the learning time provides students the opportunity to learn in hands-on and project-based activities that may simply not fit into the instructional minutes of the school day. The cooperative efforts of families, educators, and ELO-P staff build a positive school culture that removes barriers, and allows student potential to flourish.

In ELO-P, Multi-Tiered Systems of Support (MTSS) operates in much the same way as it does during the school day. At Tier 1, there is high quality instruction for all levels of English learners and other students with special needs. This helps all students have access to the day's activities and enrichment activities that may be based on developing skills in order to successfully engage in the activity. At Tier 2, staff may work with a small group of students that need further assistance and support with the day's activities. In addition, the academic portion of the ELO-P schedule allows tutors the opportunity to provide targeted support with homework or other academic activities. Tutors work with students on vocabulary development, grammar, reading comprehension, and they assist with review of math concepts as needed. At Tier 3, students receive intensive support and interventions with areas that are persistent challenges for them. At this level, one-on-one support may even be provided, if that is what is necessary for students to successfully engage in activities and social interactions with peers.

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.

Program Providers and the FCSS project specialist perform a formal annual program assessment based on the 12 Quality Standards of Expanded Learning in California. The program data and evaluation results are shared with educational partners for feedback. Staff collect and utilize data to influence program planning and goal setting. Formal feedback is requested of youth regarding enrichment activities. Evaluation outcomes are used to prioritize future work around program design, professional development, and program practices. Students are surveyed annually for the purposes of eliciting student perception of program quality, aligned with CDE 6 Point-of-Service Quality Standards for Expanded Learning. Results from the assessment are shared with key stakeholders and are the driving force behind the CQI Action Plan. CQI Action Plans are created in the fall and implemented throughout the spring. Each year, one or more of the CDE 6 Point-of-Service Quality Standards are selected through the above process for each school's program to focus on improvement. Actions, such as focused enrichment plans, community events, increased collaboration, specialized training, are ways in which each school's program leadership works to meet improvement goals.

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 ELO-P Plan Guide is updated annually to build a clear organizational staff structure to focus on the needs of youth. Written agreements define roles and responsibilities of subcontractors and partners. Fiscal management includes user-friendly guides for on-site staff to make allocation decisions. Managers at all levels develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs. Annually, program Providers and FCSS project specialists engage in a “kick off” meeting with the KCUSD site administration and site leads. At this time, the ELO-P Plan Guide is reviewed; and, if any changes need to be made, they discuss and implement a plan to involve additional stakeholders in the modifications before moving forward. During the school year, the ELO-P oversight team and FCSS project specialists hold a midyear check-in with the site administration, as well as another at the end of the year. At minimum, four times a year the expanded learning staff representative attends the school site council meeting where there is opportunity to discuss the program and review the plan. KCUSD maintains an oversight staff member for the ELO-P Plan Guide, acting as the District’s administrator for the overall grant and its requirements. It is the responsibility of this administrator to meet monthly with the assigned KCUSD accountant to review all charges to the working budget within the FCSS accounting system. Additionally, this administrator holds a separate monthly meeting with each of the Providers, to audit every expense – line item by line item – for the preceding month. She also ensures that the full documentation for every expense has been uploaded for auditing purposes (including receipts, invoices, event justifications, field trip justifications, lesson plans, etc.). A monthly summary is produced after every meeting, and is made available to the leadership of each provider group; and in the case of the KCUSD report, it is made available to the KCUSD CFO.

In order to increase efficiency and effectiveness, the ELO-P Team developed the “Expanded Learning Opportunities Program: ELO-P Grant Protocols and Processes” guide, over the course of the 2023-2024 school year. This document contains specific guidelines to be followed in KCUSD, and it appears in this document as Exhibit E. The full list of exhibits is:

Exhibit A: School Sites List

Exhibit B: Typical Program Schedule for School Days

Exhibit C: Projected Expenditures (Budget)

Exhibit D: [deleted in this revision]

Exhibit E: Student Master List Example

Exhibit F: Expanded Learning Calendar Example

Exhibit G: ELO-P Grant Protocols and Processes

Exhibit H: KCUSD’s Offer & Access “Opt In”

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 biggest significant contribution to the working families in these communities has been the elimination of ALL waiting lists for ELO-P. The budget is established as outlined in the document on protocols and processes mentioned above (See Exhibit G's p. 2-3). Because of the ELO-P grant dollars KCUSD's Expanded Learning Program has geometrically increased the number of participants at all elementary schools! Schools that previously could fund only approximately 100 students have grown in program size to well exceed that; in some cases nearly tripling that number.

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

Parents repeatedly give high praise (and scores) to the ELO-P in KCUSD's annual Parent Survey. When parents expressed a need for the program to go beyond 9 hours in the summer, the Providers immediately shifted and provided the extra time. This ELO-P has the distinct advantage of operating in small towns, where word travels fast, and adjustments to meet needs of families can happen even faster. The full budget is viewable as Exhibit C at the end of this document.

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 ☐ 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.

Currently 14 of KCUSD's school sites receive ASES funding. These sites include K-5, K-8, and middle schools. Currently 9 of KCUSD's school sites receive 21CCLC funding. These sites include K-5, K-8, middle schools, and high schools. Sites with current ASES/21CCLC/ASSETS funding will braid those dollars plus ELO-P funds to ensure every student from TK-12th grade has access to expanded learning programs.

One site within KCUSD currently does not receive ASES or 21CCLC funding and solely utilizes ELO-P funds to provide expanded learning programs for its students.

All of these grants will be leveraged to create a seamless, comprehensive, and universally accessible program on the school campuses.

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?

Kings Canyon Unified School District has broadened the Expanded Learning Program to include students in TK and K. Providers work collaboratively with District administration to provide professional development to staff working with these young learners. In order to provide the lower pupil to staff ratio, additional staff will be recruited and hired to maintain requisite ratios. Providers collaborate with the District's Early Learning Department, and the Curriculum and Instruction Department to ensure that ELO-P staff receive the appropriate training and support to provide age and developmentally appropriate curriculum, activities, and structures with the program.

Kings Canyon Joint Unified School District (KCUSD) will monitor its pupil-to-staff member ratio daily, in transitional kindergarten and kindergarten. The district's subcontracted Providers will begin the search, hiring, and training of additional staff, once the ratio begins to approach the 10:1 maximum (for example, when the ratio nears the 8:1 ratio). Thus, the regulated 10:1 ratio will not be exceeded.

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?

Students in grades TK-6 must be provided a spot in the ELO-P, upon written request of the parents/guardians. School sites include information about the very simple process for entering a pupil into the ELO-P, into the registration packets. Additionally, an "Opt In" box exists in the online registration form as shown in Exhibit H.

Beginning in the 2025-2026 school year the required FCSS digital enrollment forms will replace the previously used paper applications. These online enrollment forms will be digitally signed by parents/guardians and stored in the EZ Child Track Database.

The program leaders actively recruit student participants during school registration, through automated phone calls, with flyers throughout the year, by referral from LEA staff, and at key community events. In grades TK/K, the program maintains a maximum student to staff ratio of 10:1. In grades 1 – 8, the student to staff ratio averages 16:1, but can go up to the legislated ratio of 20:1.

Transportation is provided from school to home at bussed school sites, during the school year. On supplemental/summer days, additional routes are added from home to school at these same bussed school sites providing increased access to those students requiring transportation.

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.

Students and staff alike can benefit from the rich opportunity to take the ELO-P enrichment experiences on the road. These trips can be short hops between towns, or longer journeys around the state. Because of this, City and CYM administrative leaders take very seriously the matter of planning and executing these experiences in a manner that parallels what KCUSD expects of its teachers when field trips are built into the educational program. Field trips are intended to be purposeful as well as engaging. Lessons are created leading up to the trip, so that students have information about how this activity relates to what they have learned. Trip suggestions originate at the school site, are agreed upon by site leads, approved by provider management team members, approved by the school principal, discussed amongst the KCUSD cabinet members, then ultimately are approved by the superintendent. Trips are entered into the KCUSD Informed K12 portal, where they progress in the same manner as a school-planned trip. The transportation department team receives a copy of the itinerary (whether it provides the transportation or a charter bus company does). Because every step of the planning stage is crucial to the trip approval, a "field trip packet" has been developed and is provided for the site leaders, to ensure no critical step is skipped. Legislated staff-to-student ratios are met on these trips, just as they are on the school site.

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.

There are no program fees for any student in KCUSD's ELO-P.

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.**

Please see Exhibit B schedules (2 of them).

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

(A) For at least 30 non school days, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served
EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
EC sections 8483.4(a) and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
EC Section 8483.4(b-d):

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

(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.

(5) Epidemic outbreaks.

(6) Poisonings.

(7) Fires or explosions that occur in or on the premises.

(8) Exposure to toxic substances.

(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

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



Exhibit A

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

Elementary and Middle School Sites:
A.L. Conner Elementary
Alta Elementary
Citrus Middle School
Dunlap Elementary
Grant Middle School
Great Western Elementary
Jefferson Elementary
Lincoln Elementary
McCord Elementary
Navelencia Middle School
Riverview Elementary
Sheridan Elementary
Silas Bartsch School
T.L. Reed School
Washington Elementary
<i>As Available Funds Allow, High Schools:</i>
Kings Canyon High School & Mountain View School
Orange Cove High School
Reedley High School
Reedley Middle College High School

Exhibit B



Sample Program Schedule for School Days

8:00 - 2:00 (TK/K) Instructional School Day

8:00 - 3:00 (1st - 6th gr) Instructional School Day

2:00 PM	* Arrival, check in, greeting of TK and K students * Snack * Group quiet time and rest time * Group meeting explaining today's activity options, once literacy component has been completed
3:00 PM	* Arrival of 1st - 6th grade students * Snack * Homework support and literacy component
3:30 PM	* Group gathering to review activity options for today, review rules and expectations, announcements
4:00 PM	Varied activity options, first rotation + Outdoor activities + Indoor small group of independent activities + Club meeting + Special project + Homework/Tutoring + Special Guest visitor + Community service activities
4:45 PM	Varied activity options, second rotation + Outdoor activities + Indoor small group of independent activities + Club meeting + Special project + Homework/Tutoring + Special Guest visitor + Community service activities
5:30 PM	Begin end of day clean-up
6:00 PM	Materials stored, quiet activities, departure/parent pick up



Summer Session

7:30 AM	District operated Summer Learning Program: Literacy, STEAM, Math, Meals
12:00 PM	Varied activity options, first rotation + Outdoor activities, including swim lessons + Indoor small group of independent activities + Club meeting + Special project + Homework/Tutoring + Special Guest visitor + Community service activities
2:00 PM	Varied activity options, second rotation + Outdoor activities, including swim lessons + Indoor small group of independent activities + Club meeting + Special project + Homework/Tutoring + Special Guest visitor + Community service activities
4:00 PM	End of day clean-up: materials stored, quiet activities, departure/parent pick up
5:15 PM	Program closes

Exhibit C Projected Expenditures 2026 - 2027



Expanded Learning Opportunities Planned Expenditures 2026-2027

New Grant Award = \$11,510,536

Note: these expenses occur July 1, 2026 - June 30, 2027 & include School Year, Summer, & Supplemental Programs in that window.

Updated 8.7.26

Programs and Services to Provide ELOP	Citation	Planned Expense
1) Staffing to eliminate waiting lists, Grs. TK-6	Peds Guide Int. 7 Board approval 3/22/22 Board approval 10/11/22 Board approval 3/9/23 approval 8/15/24 approval 3/12/25 Board	\$6,724,786.29
2) Other services (SEL, Sub Abuse, Library)	Peds Guide Int. 7 Board approval 3/22/22 Board approval 10/11/22 Board approval 3/9/23 approval 8/15/24 approval 3/12/25 Board	\$1,072,945.89
3) High school work experience program (CWEP)	Peds Guide Int. 7 Board approval 3/22/22 Board approval 10/11/22 Board approval 3/9/23 approval 8/15/24 approval 3/12/25 Board	\$459,633.00
4) Transportation ensure ELOP access all Grs. TK-6 (180 days +30 days) [Frontier & Access Grants also]	Peds Guide Int. 7 & 8 Board approval 3/22/22 Board approval 10/11/22 Board approval 3/9/23 approval 8/15/24 approval 3/12/25 Board	\$543,410.00
5) Program enrichment activities/experiences on per ADA basis	Peds Guide Int. 2 Board approval 3/22/22 Board approval 10/11/22 Board approval 3/9/23 approval 8/15/24 approval 3/12/25 Board	\$2,032,948.68
6) Custodians (15 sites) and 2 Tech Staff	Peds Guide Int. 1 Board approval 3/22/22 Board approval 10/11/22 Board approval 3/9/23 approval 8/15/24 approval 3/12/25 Board	\$350,000.00
7) Additional oversight staff member	Peds Guide Int. 7A11 Board approval 3/22/22 Board approval 10/11/22 Board approval 3/9/23 approval 8/15/24 approval 3/12/25 Board	\$75,053.00
8) Summer snacks charge	Peds Guide Int. 5 Board approval 8/11/24 Board approval 3/12/25	\$112,019.00
8) ELP staff professional development	Peds Guide Int. 7A11 Board approval 3/22/22 Board approval 10/11/22 Board approval 3/9/23 approval 8/15/24 approval 3/12/25 Board	\$60,846.13
9) Indirect costs [4.41% excludes 5000s/6000s objects.]		\$78,894.00
Expense Total		\$11,510,536

****This proposed budget is designed to ensure access is first met for all TK-6th grade students of the district, as is required of the ELO-P grant, and outlined in legislation. Upon this criteria being met, the dollars can be used to ensure the same access is then met for grades 7-8. Finally, as allowable by the grant funding, the district may then consider expanding the dollars to the high school level.**

[Exhibit D: eliminated from a previously approved document]

Exhibit E: Student Master List Example

2026-2027 Student Enrollment

Last Name	First Name	Grade	Online Application on file	Early Release Code # (Matching enrollment form or Early release form)	Mode of Transportation	Custody Case	Media Release	Allergy/Medical Info (List here)	Other	Other	Other
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent	Asthma (Uses an inhaler)			
				Code 4-Family Obligation	Be dropped off and picked up every day at the program		Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 1-Walker	Will walk home to and from the program on a daily basis at the dismissal time.	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent	Other Allergies (Medication: Amoxicillin)			
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent	Other Allergies (Medication: Motrin)			
				Code 4-Family Obligation	Be dropped off and picked up every day at the program	No	Yes, Parent gives consent				
					Be dropped off and picked						

Exhibit F:

Expanded Learning Program Calendar Example

Displays how the 180 school days and 30 non school days are met

2025 - 2026 Expanded Learning Program Calendar																											
District: <u>Kings Canyon Unified</u> School Site: <u>Jefferson Elementary School</u>																											
Completed By: <u>Josee Laura - Expanded Learning Programs Director</u>																											
Principal Name: <u>Patricia Ledesma</u>																											
Site Lead Name: <u>Cesar Lopez & Henry Cisneros</u>																											
Program Dates and Times																											
Regular Program Start Date:	8/12/25	Total Reg. Days:	180	Summer Program Dates (July 2025):	07/01/2025-07/19/2025	Total Summer Days:	27	Winter Program Dates:	01/06/2026-01/09/2026																		
Regular Program End Date:	05/28/26			Summer Program Dates (June 2026):	06/19/2026-06/30/2026			Total Winter Program Days:	3																		
Program Operating Times: Minimum Day Schedule: Individual Times: Winter 12:30-4:00 PM; 12:30-4:00 PM Regular Program Schedule: M, Tu, Th, Fr Times: 12:30-4:00 PM; 12:30-4:00 PM				Summer Program Operating Time: 7:30 AM - 5:30 PM			Winter Program Operating Time: 7:30 AM - 5:30 PM																				
☐ Holiday ☐ Non Instructional Day ☐ Intersession Day ☒ Program Day ☐ Staff/Prep Day																											
JULY		AUGUST		SEPTEMBER		OCTOBER																					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
																					</						

Exhibit G:
ELOP Protocols and Processes

Expanded Learning Opportunities Program: ELOP Grant Protocols and Processes

Developed By and For This LEA



**Kings Canyon Unified School District
Grant Years 2022-2026**

July 14, 2025

Program Purpose

The ELO-P Oversight Team is deeply grateful for those who have blazed the trail and upheld the purpose... and who by their dedicated actions have demonstrated.

"If not me... then who? If not now... then when?"

Kings Canyon Unified School District has worked diligently for more than 25 years, to offer after school program services to students, that expand their learning well beyond the school day. For decades, many agencies and individuals have committed to the work of co-creating an outstanding Expanded Learning Opportunities Program (ELO-P) in the 15 elementary and middle schools within the geography of the school district. That service to others goes well beyond protocols and processes, and is grounded in paving the way to a bright and opportunity-filled future for our children.

The ELO-P Oversight Team for KCUSD, including Community Youth Ministries and City of Reedley, takes seriously its obligation as good stewards of the money the grant provides, using those funds to create a highly effective balance of experiences and vendor-provided opportunities. These experiences for all students forge an equity of life skills that would otherwise be absent for those who may also be children of poverty. Our vision then, becomes a passion to expose our students to bigger and better realities, to expand their vision of life, to help them discover their own talents, to gain confidence in personal relationships with value-filled adults, and to provide a safety net for kids sooner rather than later.

This meaningful and rewarding program shows kids how they too can overcome life's obstacles, even attaining a place in higher education that quite possibly no one in their families has heretofore had. Some students even become ELO-P staff, in essence "paying it forward," to those who follow in their ELO-P footsteps.

There is no doubt that the ELO-P grant dollars have grown our program so that no child is left out of the opportunity to share in this adventure! It is an unprecedented moment in California, as children are made an exceptional priority in being given a seat in the ELO-P, simply by saying so. Join us on the journey as we get up, get involved, and get going on the work of creating a brighter future for our kids.

Team Members, 2022-2026

Mary Ann Carousso, KCUSD
Don Reimer, CYM
Sarah Reid, City of Reedley
Adrian Alvarado, CYM
Isaac Jaura, CYM

With District Leadership

John Campbell, Superintendent KCUSD
The Governing Board Members of KCUSD

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ELOP Eligibility

The Local Educational Agency (LEA)

Kings Canyon Unified School District (KCUSD) is the LEA receiving Expanded Learning Opportunities Program (ELO-P) grant dollars. The District has elected to utilize outside agencies, Community Youth Ministries (CYM) and City of Reedley (Community Services Dept.), to maintain and operate its Expanded Learning Opportunities Program, or ELO-P (formerly known as After School Program, or ASP). These Providers have Memorandums of Understanding (MOUs) with KCUSD, which are approved at least annually for the Governing Board of KCUSD, and so noted in the Board's agenda and minutes. Similarly, it has become the practice to have the Governing Board annually review the ELO-P budget plan, to offer input and suggestions, and for the Board to be kept abreast of the program's highlights, happenings, and any necessary improvements. The District proudly acknowledges that it has happily hired teacher candidates from the talented pool of experienced ELO-P staff members.

Student Eligibility: Offer & Access

Students in grades TK-6 must be provided a spot in the ELO-P, upon written request of the parents/guardians. School sites include information about the very simple process for entering a pupil into the ELO-P. The program leaders actively recruit student participants during school registration, through automated phone calls, with flyers throughout the year, by referral from LEA staff, and at key community events. In grades TK/K, the program maintains a maximum student to staff ratio of 10:1. In grades 1 – 8, the student to staff ratio averages 16:1.

Program Structure

Daily Program

As a comprehensive program, the ELO-P is designed to follow the same structure as required by ASES and 21CCLC. The schedule includes academic support, healthy snack, enrichment opportunities, and recreation. Staff tutors are mentored by their site leads and program managers, in order to learn how to write lesson plans that are engaging for students, expanding student learning to include exploration of opportunities outside the school day. Site leads and program managers review lesson plans with team members, and check in with them daily about best practices for interacting with students in a manner that is enjoyable, but also productive.

Social Emotional Learning (SEL)

One of the major overarching goals of ELO-P is to connect students with positive adults. While this connection can certainly be made as lessons are occurring, there are also opportunities for staff to monitor students who may be dealing with emotional struggles. Site teams certainly monitor these concerns and support students. Additionally, however, there is a special SEL team that tours the sites, and is available to present small group discussions on relationships, coping, emotional health, successful living, and other matters important to the emotional growth of students at every age level. The SEL team uses project based leadership activities and authorized curriculum, such as Character Strong and Second Step, to create activities that solidify and make the somewhat abstract qualities of SEL more concrete for students.

Budget Planning and Development

Each spring, the ELO-P Team begins the budget process for the upcoming school year. The current year's grant award amount is used to create the budget, until such time as new information is received. That timeline generally follows this sequence.

March 1	KCUSD oversight administrator works with the Asst. Supt. of Finance regarding KCUSD expectations for financial "set asides" necessary for the operation of the ELO-P (transporting students from the program, custodial and technology support, oversight administration, indirect costs)
March 20	ELO-P Providers begin calculating staffing costs specific to each individual staff member, including taxes, insurance, mileage (if applicable), training for the upcoming school year. Increases in minimum wage are closely monitored, to ensure any requirements are met for the upcoming year.
April 1	Enrichment supplies, vendors, trips, and other financial obligations are added to the Provider budgets and reviewed at the soonest possible ELO-P Team meeting. Consensus is reached as to the per pupil expense for these items.
May 1	The multi-tab ELO-P Projected Budget is completed and is required to balance income with expenses. At this point, additional "braided" funding (e.g., ASES, 21CCLC, ESSER) also is added to the document to allow for full transparency in use of all available funding sources, and to create comprehensive programs for students.
May 5	Both Providers execute MOUs with their respective boards, and forward those to KCUSD for its Governing Board approval.
May 15	Fully executed copies are delivered to both Providers and the oversight administrator. Student Services Dept. (KCUSD) creates any required purchase orders. Oversight administrator prepares final budget documents/slides/sheets to prepare for Governing Board discussion during the summer. Typically the ELO-P Plan is updated annually, with formal approval by the Board announced in its agenda and documented in its minutes.
July 10	Final closeout of prior year's income and expenses with KCUSD. Each school site's calendar of program days due to oversight administrator (indicates all days program is open, including during school year, as well as 30 required supplemental days).

****It should be noted that the Providers outline their costs according to "school year" expenses and "summer" expenses for ease in tracking the additional 30 program days required by the legislation for these funds.**

Purchasing and Inventory Process

Background

As the dollars available for ELO-P have grown with increasing ELO-P grant dollars, as well as extra grant dollars through ESSER, ASES, or 21CCLC Supplemental Award dollars, school site programs are now purchasing more goods, supplies, trips, and experiences than ever before. To ensure that appropriate purchases are made, the ELO-P Team for KCUSD has developed the following guidelines. Given that the ELO-P has grown to serve over 3000 students, and employ over 300 staff members, training on these guidelines takes place annually to

help site leads remain compliant and accountable for making wise decisions about how dollars are spent.

Accountability to the LEA

KCUSD is the LEA to whom the ELO-P grant award has been made. Because KCUSD elects to contract with outside agencies as its Providers, it holds these contracted partners to a very high standard of fiscal accountability. The school district employs a part time administrator whose sole responsibility is oversight and care of the dollars awarded for the ELO-P grant (currently in excess of \$11,000,000), beginning with the ELO-P Plan, approved and annually updated by the KCUSD Governing Board. The ELO-P team selected to oversee planning, organization, and spending includes KCUSD's oversight administrator, City of Reedley's Park and Recreation Director, CYM's CEO, CYM's Chief Financial Officer, and CYM's Chief Program Director. (It should be noted that CYM is the Provider at 13 school sites and City of Reedley is the Provider at 2 school sites.)

Purchasing Practice

Both ELO-P Providers (CYM, City of Reedley) have purchasing software already existing within their respective organizations. These systems have their own steps to follow in order to get materials and supplies needed to provide a robust and engaging program for students. In addition to these steps, the following process supports accountability in purchasing.

1. School site ELO-P staff members submit requests to site leads for materials/supplies based upon the lesson plans they are creating for the particular age group they serve.
2. Site leads ensure that purchases align with the ELO-P Quality Standards for California, as part of the authorization process.
3. Site leads approve or deny the purchases after determining their usefulness with students, and assessing whether the value of the particular items exceeds what is reasonable in relation to its use in the program.
4. Supplies are subsequently purchased in one of a number of ways. Examples include:
 - a) Purchase orders
 - b) Purchasing cards, specific to the software system
 - c) Online orders through vendors such as Amazon, Walmart, etc.
 - d) Actual credit cards
 - e) Occasional reimbursements to staff members who purchase with their own funds.
5. Receipts, packing slips, invoices, etc. are returned to site leads, who ultimately forward them to their respective central office (not the school district office).
6. Staff members on site are responsible for scanning in all the supporting documents mentioned above, including in most cases, lesson plans to support the purchase of the specific items.
7. Note: while lesson plans are not required for every purchase, they certainly must accompany any purchases of food items, and any items of great quantity, expense, or unique usage, as is the typical requirement for items purchased by ASES or 21CCLC funding sources.

Inventory Process

School sites regularly purchase consumable items for single usage. This includes food for cooking, but can also include craft items that are used up as lessons are repeated. Additionally, larger equipment, especially for “crafting” lessons, may be purchased and stored for later repeat usage. These larger items (examples: Cricut machines, embroidery machines, microwaves, cameras, and the like), typically have a higher dollar value, and are required to be stored in locked cabinets. Each such item is issued an inventory tag and number, specific to that particular school site.

In order to undergo routine inventory reviews and checks, Providers send leadership team members to audit the inventory list and match it to specific items on site. Staff note the location, condition, and asset tag of inventoried items. This ensures there is a systematic method for inventory monitoring, that closes the loop on tracking items from purchase to continued use on site. Steps include:

- Notifying site leads that a particular item must follow inventory protocol;
- Reviewing inventory sheet to ensure item gets placed on that list;
- Locating item at the school site;
- Verifying proper asset tag on item;
- Ensuring proper storage of items (locked storage when needed).

These efforts ensure proper oversight and care of more expensive items, and increases the longevity of equipment so that more students can enjoy developing the accompanying skills.

Monthly Audit of Purchases

On a monthly basis, the Kings Canyon Unified School District (KCUSD) oversight administrator reviews all purchasing for a prior month, item by item. This review is held in person with a leadership team member from the respective service provider agency. This review covers materials, supplies, equipment, vendor services, field trips, and any other monetary uses. Feedback is provided both verbally and in the form of a written report, with a record of the feedback being kept for verification purposes. Any corrections that need to be made based upon errors in supporting documentation, funding source, etc. are made prior to the following month’s audit. These corrections are appropriately noted on that subsequent month’s written report. These reports are sent to the participating staff member as well as the Chief Executive Officer (CEO) for each respective agency.

Student Attendance Codes

Student Attendance in the ELO-P is maintained in the ERC system, as required by Fresno County Superintendent of Schools (FCSS). In that system, ELO-P programs utilize the following codes, consistent with other school districts in the county:

- | | |
|------------------------------|--------------------------------------|
| --Code 1: Walker | --Code 6: Sent Home |
| --Code 2: School Bussing | --Code 7: Family Emergency |
| --Code 3: Off-site Education | --Code 8: Safety Concerns |
| --Code 4: Family Obligation | --Code 9: Parent/Guardian Permission |
| --Code 5: Appointment | |

Temporary Program Closure

In the event that a program site closure occurs temporarily due to emergency conditions, a resolution adopted by the governing board, along with substantiating documentation, will be acted upon (EC Section 46120(b)(9)). Forms of allowable evidence may include:

- School or district website announcement
- Copy of board minutes citing the closure
- Newspaper articles mentioning the natural disaster and its effect on the community
- Letter to parents or letter certifying closure signed by the superintendent or principal
- Utilities letters or information announcing impact to the program site

LEA Requested Limitations

In cooperation with the LEA, certain limitations in expenses have been established. This list will continue to be discussed and updated as the need arises.

1. Students are not to be involved in professional sporting events. College athletic events are acceptable.
2. With the exception of waterparks, students should be restricted to swim experiences at district swimming pools only.
3. For now, eliminate swim lesson offerings because they limit the pool use for free swim.

Discard and Disposal of Goods Process

Background

As the dollars available for E ELO-P LP/ASP have grown with increasing ELO-P grant dollars, as well as extra grant dollars through ESSER, ASES, or 21CCLC Supplemental Award dollars, school site programs have found themselves in the unprecedented situation of needing to dispose of items that are no longer of use within the program. In an effort to ensure that proper processes are followed for disposing of items purchased with ELOP dollars, the ELO-P Team for KCUSD has formulated these steps, then reviewed and distributed the guidelines with ELO-P site leads for CYM and City of Reedley.

Past Practice

At KCUSD's school sites, it is currently the practice for significant items for disposal to have the approval of the Governing Board. This approval is formally requested on an "as needed" basis via the formal board agenda procedure. Principals request that items of large dollar value or large amounts of items be placed on the Governing Board's agenda for approval. This request for approval becomes an action item, is voted upon, and is finally recorded in the minutes of the agenda. At that point, principals are advised that they may dispose of the 6

In January of 2024, the Director of Fiscal Services provided information to the ELO-P Team about determining which items require board approval. It was learned from him that there is no dollar amount threshold/value that requires this action. Rather, principals are encouraged to consider the following in deciding whether or not items require board action in order for disposal to occur:

1. Can the items be of use at any other school or program in KCUSD, and if so, have they been offered to those schools/programs?

2. In the matter of technology equipment (computer, chromebooks, printers, phones, video equipment, etc.), has the technology department supervisor been made aware of the intent to discard, and has his opinion been sought on the matter?
3. Is there a large number of the items, that might warrant checking with the purchasing department and/or warehouse manager for KCUSD?
4. How will the items be discarded? Do they require special handling, or can they simply go into a trash bin (if broken or unusable)?
5. Do the items for disposal carry a KCUSD inventory number that requires they be tracked as having been disposed?

Disposal Process

Bearing in mind that items purchased for ELO-P (with ELO-P dollars, ASES, 21CCLC, ESSER, or most other grant dollars), do in fact become the property of the school site for which they were purchased (and thus in fact, the property of KCUSD), these ELO-P items-for-discard should then follow the regular process for any other items purchased for the school site. This necessitates the involvement of the school principal. With these criteria in mind, the ELO-P Team has outlined steps to follow in discarding items no longer of use within the program:

1. ELO-P site lead gathers a list of items to be discarded, including the item name, number of items, inventory codes, and estimated total value of the group of same items.
2. Site lead then submits that list to his supervisors (currently leadership at CYM or City of Reedley, as appropriate to the site).
3. CYM/City of Reedley offers the items to all other ELO-P programs within KCUSD, to see if items can still be of use to programs for students. If so, items are to be "inventoried out" of the original site, and given a new inventory number/tag at the receiving site.
4. If no other ELO-P can utilize the items-for-discard, CYM/City of Reedley may offer the items to school site administrators if the administrator can show how items will be used for programs for students and/or their families, thus ensuring the items remain on school grounds.
5. In the event that no other beneficial use for the items-for-discard is discovered, CYM/City of Reedley leaders will work directly with the individual site principal to request that s/he initiate the normal process for discarding of any school items for which the school site principal is ultimately responsible.
6. Thus, the school site principal would make a final determination as to whether or not the item(s) require board action, and s/he would then assume responsibility for setting that process in motion.
7. CYM/City of Reedley leaders would follow up with the principal or district office to confirm board action was taken, and the date so noted on the inventory list.

Staff Development

The ELO-P in KCUSD is fortunate to have staff members that remain with the program, often for a number of years. This is due in part to the continuing education that has become an integral part of the ELO-P system. The Providers plan at least 5 days of professional training for staff, focusing on needs as reported by staff themselves, by site leads, or by changing trends in program design. In the past 2 years staff have received training on necessary safety and human resources topics, as well as classroom management strategies, program design, trip planning, and purchasing protocols.

Training

In order to provide a high quality of experiences for students in the ELO-P, both the City of Reedley and CYM provide training several days of the year...often together. Additionally, program managers and administrators are also encouraged to pursue professional development in order to lead their teams with updated strategies and opportunities. Training days usually happen prior to the first instructional day of school: 1-2 with Fresno County, 1-2 with the City and CYM presenting collaboratively, and 1-2 on the school sites, among the team members for that site. These days can include motivational speakers, strategy presenters, team building at Scout Island, personal strengths discovery training, self-care, or sample lessons that can be done with students. The days have proven to be morale building experiences and stimulating kick-off days for the new school year. Interactions with critical team members from KCUSD during these days have helped ELO-P staff meet and learn from the Special Education Program Specialists, Behavioral Specialists, Instructional Coaches, and Positive Behavior and Support (PBIS) leaders; all of whom have helped staff gather better tools for working with students.

Cross-Site Collaboration

One way that any high functioning team grows is to learn from the strengths within its own members. Thus, cross-site collaboration is highly valued. Site leads from the various schools meet regularly to share successful ideas, and benefit from the talents within one another. There are "specialty activity instructors" in STEAM, music, art, crafting, technology, photography, gaming, robotics, and much more. Time and again, student programs have also benefitted from providing shared experiences, including: athletic tournaments, cheer competitions, and joint field trips. More importantly, the cross-site collaboration increases the equity of experiences students receive, no matter where they attend in KCUSD; which supports the mission and vision of the school district.

Field Trips

Students and staff alike enjoy the opportunity to take the ELO-P enrichment experiences on the road! These trips can be short hops between towns, or longer journeys around the state. Because of this, City and CYM administrative leaders take very seriously the matter of planning and executing these experiences in a manner that parallels what KCUSD expects of its teachers when field trips are built into the educational program. Field trips are intended to be purposeful as well as engaging. Lessons are created leading up to the trip, so that students have information about how this activity relates to what they have learned. Trip suggestions originate at the school site, are agreed upon by site leads, approved by provider management team members, approved by the school principal, discussed amongst the KCUSD cabinet members, then ultimately are approved by the

superintendent. Trips are entered into the KCUSD Informed K12 portal, where they progress in the same manner as a school planned trip. The transportation department team receives a copy of the itinerary (whether it provides the transportation or a charter bus company does). Because every step of the planning stage is crucial to the trip approval, a “field trip packet” has been developed and is provided for the site leaders, to ensure no critical step is skipped.

ELOP CYM/COR
Inventory Item **TRANSFER/DISPOSAL** Form

PRE-APPROVAL _____

Mary Ann
ELOP Consultant

TRANSFER Item Information (Include technology preparation process for devices with memory)						
*Item No. (Serial # or Model #)	*Item Description					
*School	*District	*ELP Grant	*Inventory No.	*Acquisition Date	*Cost	*Transfer Reason
		ELOP				
Final Disposition (New Location)						
*School	*District	*ELP Grant	*Inventory No.	Date Acquired	Specific Location	
		ELOP				

Disposal Item Information					
*Item No. (Serial # or Model #)	*School	*District	*Item Description		
*ELP Grant	*Inventory No.	*Acquisition Date	*Cost	*Disposal Reason (Broken, Outdated,)	Final Disposition (Thrown Away, Placed for Recycle)
ELOP					

Transfer Approvals

Transferring Principal Signature: _____ Date: _____

Receiving Principal Signature _____ Date: _____

Disposal Approvals

Principal Signature: _____ Date: _____

ELP Director: _____ Date: _____

CYM Use Only	Date Inventory Records Amended: _____	ELP Director: _____
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CYM ELOP Transfer/Disposal Process

Given that items purchased for ELP programs using funding sources such as ELOP dollars and other grants become the property of the specific school site for which they were acquired, and thus the property of KCUSD, it is critical that the disposal process for ELOP (Procurify) items adhere to the same procedures as any other purchases made for the school site. This requirement emphasizes the importance of involving the school principal in the disposal process. Bearing these considerations in mind, the ELOP Team has established the following procedures for the disposal of items that are no longer needed within the program:

Identification of Items for Disposal: The site lead for ELP will compile an inventory list of items designated for disposal. This list will include the names of the items, serial number, quantity, inventory codes, and the estimated total value for each set of identical items.

Review and Submission: The completed list is then submitted via email to the designated ELP Manager, who, under the guidance of the current leadership suitable to the site (e.g., CYM), takes the next steps.

Offer to Other Programs: CYM will circulate the list among all other ELP programs within KCUSD to determine if any items can be repurposed for use in other student programs. Items that are accepted by another program will be transferred out of the original inventory and assigned a new inventory code/tag at the new site.

Secondary Offer to School Administrators: If no ELP program requires the items, CYM may offer them to school site administrators, contingent on demonstrating how the items will support student programs or services for families, ensuring the items remain within school facilities.

Initiation of Standard Disposal Process: In the event that no suitable application for the items is found, CYM leadership will collaborate with the respective site principal to begin the standard disposal process, acknowledging that the principal has the final say in whether KCUSD board action is required and is responsible for initiating such procedures.

Confirmation of Board Action: CYM leaders will follow up with the principal or district office to ensure that board action, if required, has been taken, noting the date of action on the inventory list.

By following these steps, the ELOP Team ensures that the disposal of ELP items aligns with the broader protocols for asset management within KCUSD, emphasizing the importance of responsible stewardship of resources and the potential for repurposing items to enhance educational opportunities across the district.

CITY OF REEDLEY ELP

INVENTORY PROCESS



1

WHAT ITEMS GO ON THE INVENTORY SHEET?

Any items \$499.99 or above and any technology items purchased with ASES/21st Or ELOP Funds (Printers, Monitors, Video Game systems, guitars, PA Systems, Radios, Speakers, Ipad, Laptops, etc.) should be listed on the inventory sheet.

2

ADD ITEMS TO THE INVENTORY LIST

please ensure you are adding them to the inventory list to avoid further work down the road.



3

LABEL THE ITEM

Tag the item with the provided Asset tag assigned to your school.

4

HOW LONG WILL THE ITEMS REMAIN ON THE INVENTORY LIST?



Items need to remain on the inventory list for a minimum of 5 years or as long as the item is operational.

Expanded Learning Program
Field Trip Justification



Field Trip Checklist:

(Please submit with your purchase request)

General Info:

- X ☐ Trip Date:
- X ☐ Vendor #:
- X ☐ Quote or Reservation form
- X ☐ Itinerary attached

Form of payment:

- ☐ Accepts purchase orders (*allow 2 weeks for a PO to be processed*)
- ☐ Requires to advance payment (***minimum*** *required time is a month and a half for processing and a check to be received by the vendor prior to their trip date*)
 - o Submit an invoice with FCOE or FCSS as the "Bill to"
 - o OR Submit an invoice with CYM for ELOP as the "bill to"
- ☐ Requires check at arrival (minimum required time is 1 month for processing and having a check in hand by the date of the field trip)
 - Submit an invoice with FCOE or FCSS as the "Bill to"
 - o OR Submit an invoice with CYM/COR for LCAP

Mode of Transportation:

- ☐ Through District
 - o Do you have a District Reimbursement PO for transportation?
- ☐ Contracted services:
 - o Do you have a contract in process or fully executed for bussing?

**Expanded Learning Program
Field Trip Justification**

		Approved:	
Request Date:		School Site:	
Principal:		Site Lead:	
Related Class:		Destination:	
Departure Date:		Return Date:	
Departure Time:		Return Time:	

Transportation Provider: _____

Field trips are a valuable educational and enrichment experience for youth. Field trips expand upon the academic or enrichment program and provide an educational experience from which students can grow academically or culturally. Please answer the questions below; this will help ensure CDE.

1. What is the relevance of the proposed field trip to a learning objective?

2. What teaching will occur relevant to the student's field trip experience?
 - a. Prior to the trip

 - b. During the trip

 - c. After the trip

3. How will the trip's educational value be assessed upon completion of the trip?

4. How will the field trip assist with meeting program goals outlined in the Expanded Learning Program Plan?

5. How will the field trip costs be covered?

Expanded Learning Program Field Trip Justification

Field Trip Staffing

[illegible]

Exhibit H: KCUSD's Offer and Access "Opt In" Box

Below is a screenshot of the online registration form utilized by KCUSD. The opt-in box for ELO-P is highlighted in yellow.

KCUSD - 1. Returning Student Update Form
Includes KCUSD Media Release

Student Information Update
Please make any corrections to your student's record.

Currently on Record

Name: Alfredo Abraham
Preferred Name:
Date of Birth: 01/21/2018
Gender: Male

Does your Student Information need any corrections? *

☐ Yes ☐ No

Race/Ethnicity

Is the student Hispanic or Latino? *

A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race.

☒ Yes ☐ No

Race Descriptions

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
Black or African American: A person having origins in any of the black racial groups in Africa.
Native American or Alaska Native: A person having origins in any of the original peoples of North and South America including Central America, and who maintains a tribal affiliation or a community attachment.
Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Race *

Please select all that apply.

☒ w (700) White

KCUSD Media Release

From time to time your child may be photographed and/or videotaped at school during classroom activities, on study trips and/or during special school events. In order for your child to be videotaped or photographed we need to have your permission on file.

I give permission for my child to be videotaped and/or photographed for school/classroom functions and activities that may take place throughout the year. *

☐ Yes, I agree ☐ No, I don't agree

Expanded Learning Program

By checking here, I acknowledge an offer to access the Expanded Learning Program (ELP) at the school where my child attends. I am aware that more information about how to register for the program is available at the school office. *

☐ Yes, I agree