

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



MARCUM-ILLINOIS UNION ELEMENTARY SCHOOL DISTRICT

Prepared by:
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Local Educational Agencies and Expanded Learning Opportunities Program Plan Site

Local Educational Agency (LEA) Name: Marcum-Illinois Union Elementary School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Marcum-Illinois Elementary School

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>.

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.

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.

Marcum-Illinois Elementary School is committed to providing students with a safe, violence-free, bullying-free learning environment. In order to accomplish this goal, the staff is dedicated to achieving a full implementation of PBIS, providing a framework for social interaction between students, and addressing issues that do arise on campus in a manner that involves staff, students, and families. Marcum-Illinois's Expanded Learning Opportunities Programs take place on site. We have no off-site programs.

The staff treat students in a fair and impartial manner by modeling the appropriate behaviors of mentors and staff members when leading activities with students. "Positive Discipline" is used to redirect students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented simple, clearly defined rules that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with the regular day site staff is supported so that the needs of students with special needs are not only known but appropriately supported to the degree that is reasonable in an after care program and during intersession programs. Practices and activities to involve students in school in a meaningful way will continue to evolve. This will include SEL support as needed. Each school's Positive Behavioral Interventions and Supports (PBIS) Team will study and address the needs of students who are struggling and provide appropriate intervention/support services. Teachers in their Professional Learning Communities and Student Study Team meetings will also assess student connectedness and communicate needs with ELOP staff. Parent liaisons at each school site are additional support staff, building the capacity of parents/guardians and thereby strengthening the connection between home and school.

Marcum-Illinois is committed to protecting our students and staff during individual, school and District emergencies. Drills will be done on a monthly basis to ensure all students and staff members are well practiced in their site's emergency procedures. All of the same safety and emergency procedures and protocols will be followed and practiced by the regular school-day educational programs, after school programs, and intersession programs to ensure consistency. Emergency drills are conducted regularly at different intervals. Practicing Fire drills (monthly) and Lockdown drills (twice a year) helps ensure that students know what to do in a dangerous situation. It is by conducting these drills that we ensure that even if students are scared or panicked, they will be able to rely on the training/practice they have done throughout the years at school.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Expanded Learning Opportunities program utilizes a variety of resources that support and review the California Common Core Standards and the grade level focus. The lessons and activities give students the opportunity to choose options they are interested in and require collaboration with their fellow students. All students are actively engaged in the projects and are given an opportunity to express themselves in the final product.

Homework Support is prioritized above other activities. Students are provided with a quiet, safe environment and staff assistance to complete assignments in a timely manner. This time is also used for daily reading and literacy activities.

Academic Support is offered to students with identified academic needs thru reading and math interventions led by certificated teachers. Efforts are made to ensure these students can complete homework upon returning from intervention sessions.

Enrichment Activities are designed to reinforce the regular day curriculum, expose students to new ideas, and nurture individual interests and talents. Activities are student-centered and may include:

- STEM and STEAM curriculum
- Art and Music
- Robotics and Coding Activities
- Community Service Learning

A new student-lead Enrichment program has been developed for Fridays, in which students develop, plan, and implement an entire enrichment program for their fellow students under the guidance of the expanded learning staff.

Recreational Activities are an essential part of student development. ELOP incorporates physical and recreational activities that promote social growth and physical well-being. Some examples include:

- Soccer
- Volleyball
- Basketball
- Dance

ELOP staff foster a respectful and inclusive environment by modeling positive behavior and treating students fairly and impartially. Student behavior is closely monitored to ensure safety and mutual respect.

Program rules are simple, clearly defined, and aligned with the regular school day. They are flexible to support inclusion for all students. Expectations are communicated through each school site's Parent Handbook, and are regularly reviewed with students.

Behavior is guided using Positive Discipline and PBIS (Positive Behavioral Interventions and

Supports) strategies, which promote responsible choices and cooperation while minimizing disruptions.

Students build self-confidence through hands-on, project-based learning activities that encourage creativity, critical thinking, and skill development. Activities are tailored to students' needs and interests, and may include:

- Edventure Kits
- Skillastics
- Bee Bots Robotics
- ZTAG
- Cooking Curriculum
- Walking Classroom
- Makey Makey

Beginning in the 2025-26 school year, Marcum-Illinois may implement Attendance Recovery (AR) to increase student access to instructional time to make up for absences/missed time. ELO Program and Attendance Recovery will be offered concurrently after the regular school day, during ELOP Intersessions (during regular school day non-attendance days), and during ELOP Summer Enrichment programs. Certificated teachers will provide academic instruction and intervention, aligned with the regular school day standards-based instruction, during the Attendance Recovery opportunities. Teacher to student ratios will be maintained in all AR sessions: 1:10 for TK and Kindergarten & 1:20 for all other grades. Students who participate in Attendance Recovery will not be excluded from participating in ELO programs offered throughout the school year.

3—Skill Building

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

Marcum-Illinois's Expanded Learning Programs provide meaningful opportunities for students to build and demonstrate essential skills through intentional, hands-on learning experiences. Our programs are designed to foster academic, social, and personal growth by integrating skill development at multiple levels.

Staff work to engage students in projects and activities that lead to a final product or presentation, allowing them to demonstrate mastery over time. The program structure intentionally supports the development of skills such as collaboration, problem-solving, creativity, and digital literacy. These experiences help students connect learning with real-world applications.

Students are given opportunities to work collaboratively in group settings, where they practice teamwork, effective communication, and shared problem-solving. They take part in projects and events that require them to apply and strengthen key skills such as critical thinking, creativity, and the use of technology. These experiences build confidence, resilience, and a stronger sense

of responsibility.

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.

Marcum-Illinois shines when it comes to creating intentional spaces for students to develop and express their voices, take on meaningful leadership roles, and actively shape their learning experiences. These opportunities are embedded at every level of the program to empower students and build a strong sense of agency and ownership.

Students are given both structured and informal opportunities to share their interests and ideas to create weekly lessons for their peers in the program. Students are encouraged to develop, plan, and lead enrichment activities. This allows them to engage in real leadership experiences supported by staff and celebrated within the program. They help design activities, take ownership of projects from start to finish, and participate in regular reflection and evaluation of their learning.

ELO Program staff also communicate with teachers on a regular basis to determine students' needs. As student needs and interests are determined, adjustments to homework and enrichment time is made.

Annual student surveys are reviewed and requests/questions/concerns are addressed through collaboration with ELO site leads and additional training opportunities.

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.

Marcum-Illinois ELOP plays a vital role in promoting the physical and emotional well-being of students by fostering healthy choices, behaviors, and habits. The program intentionally integrates wellness into all aspects of their design, creating a positive and health-focused culture in collaboration with families, schools, and the broader community.

Nutrition and physical activity are embedded into daily routines and key components of program design, including meals and snacks, curricula, fundraising activities, incentives, and policies. Staff are supported with professional development and access to age-appropriate resources to help them model and promote healthy lifestyles.

Staff create daily opportunities for students to engage in developmentally appropriate, research-based activities focused on nutrition and physical fitness. They understand the

connection between healthy behaviors and student success—both academically and emotionally.

Staff also serve as role models by demonstrating healthy eating habits and actively participating in physical activities alongside students, reinforcing the importance of making healthy choices.

Nutritious meals and snacks are provided daily, ensuring students receive the fuel they need to thrive physically and mentally while learning about the importance of balanced nutrition and active living.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

Expanded Learning Programs are committed to creating inclusive environments where all students—regardless of background, language, or ability—feel welcomed, represented, and empowered to thrive. By addressing cultural and linguistic diversity and prioritizing equitable access, ELOPs ensure every student has meaningful opportunities to participate, learn, and grow.

Programs are designed with awareness and responsiveness to the varying needs of all participants, including students with disabilities. A welcoming environment is cultivated through inclusive displays, culturally relevant materials, and visible celebrations of the diverse identities represented in the student population—such as race, religion, language, national origin, physical ability, sexual orientation, gender identity, and more. By modeling inclusive behaviors and encouraging dialogue, staff help foster a program culture that embraces and uplifts diversity.

All students are eligible to join the ELO program. Priority enrollment is given to unduplicated students, which includes, Homeless, Foster youth, English Language Learners, and Economically Disadvantaged Students.

Students are encouraged to share their backgrounds, traditions, and experiences in a safe and supportive environment. Both students and staff have opportunities to engage in discussions and activities that explore cultural perspectives, promote understanding, and build community across differences.

ELOP staff work with regular day staff to stay abreast of student food allergies and other health concerns. Expanded learning program staff are also provided with specific training, as needed, to meet the needs of ELOP students with disabilities.

7—Quality Staff

Staff Engagement

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

staff.

Minimum Staff Qualifications

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

Staff Development

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

A successful Expanded Learning Program needs high-quality staff who are committed to creating safe, enriching, and supportive environments for all students. Marcum-Illinois prioritizes recruiting, developing, and retaining staff who are not only skilled and knowledgeable but also reflective of the communities they serve. They adhere to high quality staffing standards by ensuring that employees meet the same federal, state and district requirements to work with students as regular day program instructional aides:

- High school diploma or Currently enrolled 18 year old HS student
- Health screening (current TB skin test results)
- Background screening (fingerprint clearance)

Expanded learning program staff are recruited using Edjoin, as well as through referrals by existing staff and word of mouth. Prospective employees are interviewed and reference checks are completed. ELOP Site Leads work with their expanded learning program staff to offer enrichment opportunities that reflect the experience, talent, and interests of the staff members who will lead/facilitate the session.

Staff are provided annual training opportunities. Training topics include First Aid/CPR certification, School Safety, Youth Development, Classroom Management, Mandated Reporter, and STEAM and other enrichment programs.

In addition to these formal training opportunities, Expanded Learning Program staff receive on-going coaching and support from site administrators, the County Expanded Learning Coordinator, site ELO Program leads, and peer to peer training and collaboration.

ELO Programs do not sub-contract for any services - all services are provided by Marcum-Illinois Union Elementary School District or other District and County staff. Sometimes volunteers are used to assist staff in providing services to students. The use of volunteers allows for smaller groupings and more individual attention to students. Volunteers complete health and background screening as required by the district.

8—Clear Vision, Mission, and Purpose

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

Marcum-Illinois's Expanded Learning Programs and Attendance Recovery envision a learning community where all students have access to enriching, academically supportive, and safe environments that align with the goals of the regular school day. The program is committed to providing every student with opportunities to thrive socially, emotionally, and academically, both in and out of the classroom.

The mission of Marcum-Illinois's ELO Program is to support the whole child by extending learning beyond the school day in ways that are responsive to the needs of students, families, and the community. Through a coordinated approach, the program fosters academic achievement, enrichment, and student well-being, while building strong partnerships with families, educators, and community collaborators.

The mission of Marcum-Illinois's Attendance Recovery Program is to support students' academic success by providing additional learning opportunities beyond the regular school day to make up for absences/missed time.

The purpose of the ELOP is to enhance and extend student learning by aligning with the regular day academic goals and addressing the broader developmental needs of students. The program uses multiple data sources—including CAASPP, ELPAC, Physical Fitness Testing, Panorama Surveys, local benchmarks, and more—to identify needs, set goals, and design responsive programming. These data are regularly analyzed using the district's data management system to ensure instructional alignment with state standards and to monitor progress among all student subgroups.

The purpose of MIUESD's Attendance Recovery (AR) program is to provide students access to instructional time to make up for absences/missed school time. Certificated teachers will provide academic instruction and intervention, aligned to grade-level standards, that is substantially equivalent to students' regular instructional program and may include one-on-one or small group tutoring. Multiple data sources—including diagnostic assessments, formative assessments, and local benchmarks - will be used to identify needs, set goals, and refine instruction to support students' academic success. Students' participation in Attendance Recovery sessions will be fluid with their participation in ELOP - AR students will not be excluded from participating in ELO programs offered throughout the school year.

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.

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.

Marcum-Illinois's Expanded Learning Opportunity Program is strengthened by intentional, ongoing partnerships with non-LEA entities such as Sutter County Superintendent of Schools Office, Sacramento County Office of Education, community-based organizations, public agencies, local businesses, and families. These partnerships are essential for creating a seamless, integrated experience between the regular instructional day and after-school programming.

At the programmatic level, ELOP partnerships are clearly defined through written agreements and maintained through regular communication and meetings. The program actively seeks to engage public and private partners to ensure sustainability and service expansion. Families are engaged using culturally and linguistically responsive strategies, and their advocacy is encouraged in support of their children's academic and developmental growth. The program also trains staff to work collaboratively with all community partners to meet shared goals. Continuous improvement efforts are informed by feedback from parents, community partners, school and district leadership, and county offices of education.

At the staff level, program staff regularly connect families with community and school-based resources. They hold ongoing collaborative meetings—both formal and informal—with internal and external partners to review data, align on goals, and evaluate program outcomes and areas for growth.

At the participant level, students and youth are encouraged to provide input on their experiences, helping shape the design and direction of the program. Their feedback, along with input from non-profits, public officials, and businesses, ensures that ELOP offerings remain relevant, effective, and responsive to the needs of the community.

Through these collaborative partnerships, Marcum-Illinois's ELO Program continues to build a robust support network that enhances student learning, strengthens family engagement, and maximizes community resources.

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.

A strong Continuous Quality Improvement (CQI) plan ensures that Expanded Learning Programs are responsive, effective, and aligned with student, family, and community needs. The CQI process is clearly defined, data-informed, and inclusive of all educational partners and collaborators—program coordinators, staff, participants,

families, and regular day partners.

Marcum-Illinois's ELO-P has established a structured CQI process. The Quality Standards for Expanded Learning are used to assess program quality and to revise and refine the areas of needed improvement. Data is collected in a variety of ways which includes surveys, observations, networking at monthly site coordinator meetings, and self-assessments. Information is collected from all educational partners, which include students, parents, community partners, and staff. The results are used to drive improvement of Marcum-Illinois's ELO program. The County Office Expanded Learning Coordinator, site administrators, and site ELOP Leads collaborate monthly to review data. We use this data to revise and refine Marcum-Illinois's ELO program and plan for current and future school years.

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.

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?

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

Link to Marcum-Illinois's EXLP Parent Handbook:

[https://www.marcum-illinois.org/vimages/shared/vnews/stories/5f6ba94431456/ASES%20enrollment%20forms%202025-2026\(1\).pdf](https://www.marcum-illinois.org/vimages/shared/vnews/stories/5f6ba94431456/ASES%20enrollment%20forms%202025-2026(1).pdf)

Parents/guardians complete the EXLP enrollment form at the school site once their child's/children's EXLP enrollment is confirmed.

Students are signed out from the EXLP program daily by parents/guardians or other authorized individuals following the procedures outlined in the Marcum-Illinois's Parent Handbook. Attendance is taken daily when students check into the EXLP program at the end of the regular school day and tracked throughout the EXLP program hours. EXLP attendance is entered into our student information system, ALMA.

ELO Program and Attendance Recovery will be offered concurrently after the regular school day, during ELOP Intersessions (during regular school day non-attendance days), and during

ELOP Summer Enrichment programs. During Attendance Recovery opportunities, Certificated teachers will provide academic instruction and intervention, aligned with the regular school day standards-based instruction. Teacher to student ratios will be maintained in all AR sessions: 1:10 for TK and Kindergarten & 1:20 for all other grades. Students who participate in Attendance Recovery will also be able to participate in concurrent ELO programs offered throughout the school year.

Parents/guardians will complete the Attendance Recovery (AR) enrollment form at their student's school site. Attendance will be taken when students transition to AR from the regular school day or from ELOP program. Students will be signed out from the AR program daily by parents/guardians or other authorized individuals following the same procedures outlined in the EXLP Parent Handbook. The daily AR sign-out sheets will be maintained at each EXLP site.

EXLP and AR documentation (including registration form, daily sign out sheets, and attendance records) will be maintained at each site for a minimum of 5 years.

2024-2025 Expanded Learning Program Budget				
Revenue				
	ELO-P Revenue	\$105,583.00		
	ASES Revenue	\$67,759.78		
	Total Revenue	\$173,342.78		
Expenditures				
		ELO-P	ASES	Total for Expanded Learning
2000	Classified Salaries	\$54,783.00	\$70,915.00	\$125,698.00
3000	Employee Benefits	\$26,654.00	\$39,453.00	\$66,107.00
4000	Books, Supplies, & Materials	\$736.00	\$3,146.00	\$3,882.00
5000	Services and Other Operating Expenses	\$21,309.00	\$250.00	\$21,559.00
6000	Capital Outlay			\$0.00
7000	Other Outgo	\$2,101.00		\$2,101.00
	Total Expenditures	\$105,583.00	\$113,764.00	\$219,347.00
*A portion of the ELO-P 5000 expenditures goes to the Sutter County Consortium and is held for future Marcum-Illinois Expanded Learning Program use.				

Marcum-Illinois administrator and accountant reviews the budgets and actuals on a constant basis. Administrators review and approve expenditures, and MIUESD school board reviews and

approves warrants on a monthly basis. MIUESD has an independent audit done on an annual basis to ensure proper implementation of requirements.

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

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

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

General Questions

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

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

Do you have an ASES Grant? X Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes X 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.

Marcum-Illinois leverages both ASES and ELOP funding to provide a comprehensive and universal Expanded Learning Program that supports academic achievement, social-emotional growth, and student engagement across all participating school sites.

By strategically combining ASES and ELOP funding, Marcum-Illinois ensures that expanded learning programs are available to a broad population of students, including unduplicated pupils and those most in need of extended learning opportunities. These blended funds allow the district to operate high-quality, on-site programs that are consistent with the goals of the regular school day.

ASES funds support after-school programming focused on academic assistance, enrichment, and safe supervision during the critical hours after school. ELO-P funding extends these opportunities by supporting before school programs, summer learning, and intersession programs. Together, ASES and ELOP provide a full continuum of expanded learning that addresses student needs beyond the traditional school day and year.

Marcum-Illinois ASES and ELOP programs are intentionally designed to be student-centered,

incorporating hands-on, collaborative projects that promote creativity, communication, and critical thinking. Activities are delivered in a safe and supportive environment, supported by qualified staff trained in youth development practices.

This coordinated approach allows Marcum-Illinois to maximize the impact of both funding sources, eliminate duplication of services, and create a seamless experience for students that fosters academic, social, and emotional success.

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?

Marcum-Illinois's ELO program serves transitional kindergarten and kindergarten students at a 10:1 ratio. Programs will maintain the 10-1 ratios by adding an additional staff to the Kindergarten Program. Students will be combined to offer a program to 20 students total.

Staff will attend regular PD designed to support the needs of younger students. An emphasis will be put on retaining staff with current ECE units and preschool experience, when possible. Staff will also be current in Child CPR and First Aid.

ELOP staff will work closely with regular day teachers to ensure the ELO program is developmentally-informed to address the younger students' needs.

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?

Multiple communication channels are used to ensure that families are well-informed and can easily access program information. These include:

- Flyers and letters sent home with students
- School newsletters and websites
- In-person outreach at school events and parent-teacher conferences
- Assistance from bilingual school staff and family liaisons

School staff are trained to support families through the enrollment process and answer questions in the family's preferred language.

Transportation is not offered by Marcum-Illinois Elementary School for their Expanded Learning Program.

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.

Marcum-Illinois ELOP educational field trips will always be directly connected to the academic and enrichment components of our after school programs. All Marcum-Illinois ELOP funded field trips will ensure that ELOP program requirements are followed:

- Student to staff ratios are maintained at all times
- All staff supervising students during field trips meet the minimum requirements for an instructional aide based on district policies.

Additionally, all Marcum-Illinois field trip policies and procedures will be followed at all times. To allow for additional supervision, volunteers who have completed health and background screening (as required by the district) will be recruited to attend field trips.

Field trips will be planned during the 180 days of the regular school year, during intersession programs, and summer learning. Here are some examples of ELOP field trips that Marcum-Illinois students will participate in

Zoo Field Trip

Purpose: To support science learning through real-world observation of animals and ecosystems.

Learning Outcomes: Students gain a better understanding of animal behaviors, habitats, and biodiversity.

Skills Developed: Observation, inquiry, environmental awareness.

Grade Levels: K–5

Duration: Full day

Transportation: District buses

Bowling Alley Field Trip

Purpose: To promote physical activity, teamwork, and math practice in a fun setting.

Learning Outcomes: Students apply basic math skills and develop physical coordination.

Skills Developed: Sportsmanship, motor skills, collaboration.

Grade Levels: 3–6

Duration: Half-day

Transportation: District buses

Arcade (STEM-Focused) Field Trips

Purpose: To introduce students to technology, problem-solving, and game design.

Learning Outcomes: Students explore cause-and-effect, logic, and digital responsibility.

Skills Developed: Critical thinking, decision-making, digital literacy.

Grade Levels: 4–8

Duration: Half-day

Transportation: District buses

Sporting Events Field Trip

Purpose: To encourage community connection, sportsmanship, and real-world math application.

Learning Outcomes: Students learn about teamwork, perseverance, and statistics.

Skills Developed: Observation, data interpretation, community awareness.

Grade Levels: 3–8

Duration: Full day

Transportation: District buses

Museum Field Trip

Purpose: To connect classroom learning with hands-on history, science, or art exhibits.

Learning Outcomes: Students develop a deeper understanding of historical events, scientific concepts, or cultural contributions.

Skills Developed: Analytical thinking, observation, historical perspective.

Grade Levels: 2–6

Duration: Full day

Transportation: District buses

Movie Theater Field Trip

Purpose: To enhance visual literacy, storytelling appreciation, and discussion of social or educational themes.

Learning Outcomes: Students explore narrative structure, character development, and messages conveyed through film.

Skills Developed: Critical thinking, media literacy, empathy, and listening skills.

Grade Levels: K–8 (depending on movie content)

Duration: Half-day

Transportation: District buses

Local Parks Field Trip

Purpose: To encourage physical activity, outdoor exploration, and environmental awareness.

Learning Outcomes: Students engage in nature observation and learn about local ecosystems and healthy habits.

Skills Developed: Teamwork, physical wellness, environmental stewardship.

Grade Levels: K–8

Duration: Half or full day

Transportation: Walking or district buses

Theater Production Field Trip

Purpose: To enrich literacy, creativity, and appreciation of performing arts.

Learning Outcomes: Students explore story elements, emotional expression, and performance interpretation.

Skills Developed: Communication, empathy, listening comprehension. Grade Levels: 3–8

Duration: Half-day

Transportation: District buses

Community Swimming Pool Field Trip

Purpose: To promote physical health, safety awareness, and teamwork through structured recreational water activities.

Learning Outcomes: Students gain an understanding of water safety rules, develop swimming proficiency or confidence in water environments, and learn cooperative play.

Skills Developed: Gross motor skills, coordination, personal safety awareness, social interaction, and self-regulation.

Grade Levels: K–8 (depending on swimming ability and safety protocols)

Duration: Half-day

Transportation: Walking or District buses

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.

Participation in the District's ASES Program shall be open to all students enrolled in the host school(s), subject to program capacity, and shall not be contingent upon a family's ability to pay.

The District may assess family fees on a sliding-scale basis to offset allowable program costs. Fees shall be implemented in a manner that ensures equitable access and compliance with all statutory requirements.

The District shall not charge any family fee for students who meet any of the following criteria:

- Eligible for Free or Reduced-Price Meals (FRPM)

- Identified as homeless under the McKinney-Vento Homeless Assistance Act
- Identified as foster youth

Fee waivers for these students shall be automatic and shall not require additional documentation beyond existing school records and typical annual registration forms.

Families experiencing financial hardship may request a confidential hardship waiver or fee reduction. Requests shall be reviewed without stigma, delay, or penalty to the student's participation.

The district shall not charge any family fee for children of current MIUESD employees.

For our regular day program, the District may charge family fees (or those not eligible for mandatory fee waivers) based on household income and ability to pay, using the following sliding-scale structure (example):

Household Income Level	Family Yearly Fee
≤ 100% Federal Poverty Level	\$0
101%–200% FPL	\$100
201%–300% FPL	\$200
Over 300% FPL	\$300

There are certain days that students may participate in the After School Program without necessitating the need for the afterschool fee.

These include:

- Early Release Mondays
- Early Release days due to Parent/Teacher Conferences
- District Meeting with Parents (IEPs, 504s, SSTs, etc.)
- Participation in GATE, tutoring, or other Afterschool Programs

Marcum-Illinois may collect predetermined fees on a sliding scale for intersession program days for students who are not unduplicated.

No student shall be denied enrollment, removed from the program, or otherwise excluded from participation due to a family's inability or failure to pay assessed fees.

Sample Program Schedule- Regular School Day

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.

8:30 am to 2:50/2:55/3:00 pm - Regular School Day

2:50/55/3:00 - 3:10 pm - Check in to after school program and Snack

3:10 - 3:30 pm - Outdoor sports/recreation activities

3:30-4:30 Homework assistance or Intervention/Tutoring

4:30 - 4:45 pm - Outdoor sports/recreation activities

4:45 - 5:30 pm - Enrichment activities

5:30 - 6:00 pm - Crafts/Projects

6:00 pm - Dismissal from After School Program

Additional Legal Requirements

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

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

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

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

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations,

in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours

EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

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

Grades Served

EC Section 46120(b)(4):

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

Partners

EC Section 46120(b)(6):

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

Audit

EC Section 46120(c)(1):

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

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

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

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

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

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

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

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

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

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

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

fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.
 - (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.

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