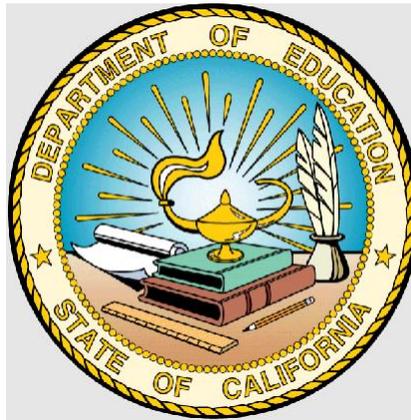


**Expanded Learning Opportunities
Program Plan Guide**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

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

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Local Educational Agency (LEA) Name: Bayshore Elementary School District

Contact Name: Elizabeth Veal

Contact Email: eveal@thebayshoreschool.org

Contact Phone: (415) 467-5443

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. The Bayshore School
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Purpose

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

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

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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. (*EC* Section 8482.1[a])

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

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). 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 any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Bayshore Elementary School District (BESD) provides students with 180 days of before-school, during-lunch and after-school programming throughout the school year. Students also have access to a 9-hour expanded-learning experience during the 10-days of Intersession as well as during the 22-day Summer Expanded Learning Program. All services occur on The Bayshore School campus and include TK/K-8 grade students. Intersession and after-school expanded learning programming is provided by the Boys & Girls Club of the Peninsula (BGCP). Additionally, both BGCP and Resource Area for Teachers (RAFT) operate the Summer Expanded Learning Program. BESD programs have low student: teacher ratios that provide academic and enrichment programming. Facilities are less than ten years old and meet the state standard for excellence.

Emergency drills and procedures are enforced by school and program staff throughout the school year. All staff (school and BGCP) are trained in the San Mateo County Big 5 Safety Protocols. The processes and protocols utilized during the school day are mirrored in program activities and are aligned with the county's Big Five emergency plans. Staff between the programs communicate weekly to address potential safety concerns. Students are held to high expectations for their behavior, engagement, and personal growth. For additional safety, school and program staff have walkie-talkies to communicate with each other across the campus, and all staff wear identification badges. Classrooms each have first aid kits, as well as access to the health services office and supplies. Health, Safety, and Behavior procedures are clearly communicated with staff, students, and families, and can be requested at any time.

School staff "hand-off" students to program staff at central and well-identified locations such as the play yard or multi-purpose gymnasium. Attendance is conducted live and is cross-referenced with school-day attendance. School staff communicate to BGCP which students left mid-school day. BGCP will also contact families (often via phone call) of students with a mismatch between program attendance and school-day attendance. Students are only released to authorized adults, as indicated in their program documentation. Families are able to authorize middle school students to walk home, otherwise students are collected at the end of the after-school program by parents/guardians.

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2—Active and Engaged Learning

Describe 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.

BGCP provides social emotional curriculum, academic support, youth development and enrichment programming. Students are provided opportunities to connect learning experiences to their culture, family, community, and to gain the perspective of other cultures and communities. Material is presented utilizing multi-sensory learning experiences using technology where appropriate. Subject matter that is of high interest and relevance to students is discussed using critical thinking skills, and students are encouraged to participate in activities that promote discussion and interaction connected to these issues. BGCP employs the Art in Action curriculum to all grade levels as well as special interest clubs (i.e. comic book club, cooking club, film appreciation, DIY and Torch Club).

During the academic portion of the BGCP program, students are typically split into grade-alike groups and focus on specific content areas with an instructor. Program staff communicate with the schoolteacher/s to ensure the learning opportunities provided during program work collaboratively with school-day activities and accelerate student learning where appropriate. TK-5th grade utilize a centers model called Power Hour, which provides Reading and Math support. The Middle School program supports students individually (within the whole group setting) using Power pages in Reading and Math, homework assistance, and academic enrichment activities. In addition, TK-3rd grade phonics assessments are administered quarterly. Additional academic support in math is provided by a para-educator after-school for middle school students five days a week for one hour after school. These students then have the option to attend BGCP programming after the one hour of support.

Students and families are able to provide feedback about program activities. Student and staff assessments and evaluations are used to guide the development of the activities, curricula, and projects to ensure that program activities meet student needs, and student interests.

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3—Skill Building

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

Staff and students work together to make connections between the activities and their day-to-day lives. Students are provided instruction and support in the development of social emotional, positive pro-social and "21st Century" skills. These include but are not limited to: Academic Skills (e.g. reading fluency and confidence, time management, goal setting), SEL skills (e.g. self-awareness, developing empathy and growth mindsets, emotional regulation, mindfulness, communicating and working effectively with others), and Content/Life Skills (e.g. critical thinking, practical application of academic content, digital technology, organizational, college and career readiness). Other topics include conversations on personal and social responsibilities as well as how students can identify and practice different skills outside of the program.

In order to increase motivation and student engagement, the content must be relevant and align with student interests. Staff and students work collaboratively to make connections between activities and their day-to-day lives. Staff facilitate students in reflecting on their actions, behaviors, goals and intentions to increase generalizability and transferability of these skills to various environments.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Student voice is integrated into enrichment program planning for summer through solicitation of student interests. BGCP offers a middle school leadership program called Torch Club. Additional clubs based on the passion of the students and instructor interests are also offered throughout the year.

BGCP employs the Art in Action curriculum daily to all grade levels as well as Clubs based on the passion of the students and instructor interests such as comic book club, cooking club, film appreciation, DIY and Torch Club are also facilitated throughout the school year, intercession and summer programming.

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5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

BESD provides meals (breakfast and lunch) during the regular school day. BGCP provides snacks during programming as well. Snacks and meals meet the state nutrition guidelines. All meals are provided from a scratch kitchen with food prepared on-site. Meals are provided at no-cost to all students regardless of income level. Students learn about healthy eating and nutrition during the school day through the gardening program, with information being reinforced during summer programming through a culinary elective. Healthy snacks are provided by BGCP such as granola bars, crackers and fruit snacks. BGCP cooking class incorporates nutrition education and knowledge of healthy eating habits.

BGCP implements Second Step, Mindworks and Playworks curricula with restorative practices interwoven through out-of-school time and summer programming. These curricula integrate SEL content with kinesthetic and/or academic based activities providing a multi-layered approach to wellness. These resources have units or lessons focused on nutrition and cooking, physical health, mental wellness, resilience, and active living. Students are encouraged to share what they learn with their families and wider community as part of an effort to create and maintain a healthy culture and environment inside and outside of their program. These curricula also align with topics in the SEL program administered during the school day across grades K-8. Students also participate in the Junior NBA Curriculum (with BGCP) which is a series of lessons providing basketball instruction to students at every level of skill development, so it builds student confidence while learning a potential new skill.

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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.

The Bayshore School's unduplicated student percentage is 67% of the student population and encompasses 97% students of color. BESD is committed to diversity and equity amongst staff and students, in mindset, materials and district policies, as encourages participation from the wider community. A major part of this commitment includes ensuring that all students are provided the opportunity to participate in Program activities and that activities are provided in a manner accessible to differing learners. Expanded learning partners are integrated into student SSTs and behavior plans and are invited to attend students' IEP meetings. Students' school-based behavior plans, IEP goals, accommodations and modifications are shared with the expanded learning partner, as a result of the school facilitating releases of information for every student with an IEP or 504 plan. This ensures that the supports that increase student success and engagement are implemented during expanded learning times. Some expanded learning staff are bilingual, and it is our hope to align instructional supports for multilingual learners from the school day with out-of-school time programs.

7—Quality Staff

Describe how the ELO-P will provide access and opportunity for students with disabilities.

Program staff are required to meet all grant requirements, as well as receiving robust training on curricula and youth-development. All staff must pass a fingerprint clearance prior to being hired. BGCP staff attend a two-week on-boarding process and are provided weekly trainings and continuous professional development during the year to enhance strategies to support students. These processes provide an assurance that staff are exhibiting integrity, professionalism, caring, and competency as a positive role model for students. Staff are provided with clear job titles and descriptions, the appropriate resources and materials to deliver program activities and coaching from on-site program supervisors. Supervisory staff receive training in program development and management of a team of professionals. BGCP and RAFT have invited certificated and classified staff to join the summer programming to increase consistency in staffing. Paraeducators who facilitate before and after school programming through tutoring, supervision and instructional support are all trained and hired using the protocols of the Bayshore School District and provide continuity for student support from the school day to after school to summer. BGCP's program and curriculum design team includes former teachers and school leaders with expertise in differentiating curriculum and instructional practices who provide training and coaching to on-site staff.

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8—Clear Vision, Mission, and Purpose

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

The Bayshore School's mission, as approved by the Board is: "Engage. Educate. Empower." with the included vision of "growing engaged hearts, educated minds, and empowered visionaries." The Bayshore School is committed to equity, excellence, creativity, and integrity in carrying out its work of providing educational and social services to students and families throughout the Bayshore Community. The Bayshore School works to maintain a responsive organization that meets the needs of its students, its families, its educators, and its community and values the unique contributions and perspectives brought by students and families, school and district employees, the Board of Education, and the broader Bayshore Community.

School meals are prepared in accordance with the National School Lunch Program/School Breakfast Program. In addition, The Bayshore School has been awarded the California Community Schools Partnership Program (CCSPP) planning grant and as our needs assessment develops and stakeholder engagement increases, a clear and collaboratively crafted vision for expanded learning will be refined for our current population of students. Program and Site leadership staff meet weekly to align the program's progress towards the identified goals, any additional supports that are needed, and any other areas of celebration or concern.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

BESD works closely and collaboratively with the BGCP to offer ELO-P programming hours during after school, intersession and summer programming. This is a formal agreement, with clear communication maintained through regular meetings and emails. RAFT will also support summer programming. In addition, through the needs assessment process associated with the CCSPP planning grant, additional partnerships will be determined, leading to a refined and collaboratively crafted vision for expanded learning for our current population of students.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Bayshore School is the recipient of an ASES grant and facilitates program monitoring according to ASES standards. BGCP facilitates a bi-annual Program Quality Assessment (PQA) to ensure follow through of growth plans and high-quality programming that aligns with district goals for student outcomes. School feedback is integrated into the PQA process. BGCP implements a coaching and supervision process with each staff member to ensure high quality program delivery. Program and Site leadership staff meet weekly to discuss progress towards the identified goals, any additional supports that are needed, and program strengths. Throughout the school year, ELO-P programming is discussed at various school and district level meetings and events (including family nights, board meetings etc.), and any feedback received is carefully considered. Additionally, surveys are distributed to the families of participating students.

Data to inform continuous improvement comes from a variety of sources including student attendance; program observations; surveys with students, families, staff and partners; meetings; phone calls; and more. Results and findings from the data are reviewed, analyzed, and shared with leadership and staff to inform improvement plans. Partners, families, and community members are also invited to participate at different times throughout the process. Additionally, through the CCSPP planning grant process, necessary program supports and partnership development will be created with family and community input.

Based on the findings of the assessments and action plans, training is delivered to staff to address newly added supports and areas for improvement. This includes identifying how and where to provide space to elevate student voice and choice throughout the program. Improvements and actions are monitored and re-evaluated throughout the school year.

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11—Program Management

Describe the plan for program management.

The ELOP program adheres to federal, state, and local requirements, and ensures that documentation clearly defines and addresses all topics, including personnel policies, program operation, procedures, roles and responsibilities. As the program is primarily run by BGCP, there is close collaboration with the district about the requirements, procedures, and operations that each is responsible for. The district maintains written agreements that define the roles and responsibilities of subcontractors and partners, and use well-defined channels of communication, including meetings, to keep up to date on all relevant activities and records.

Collaborative effort between community partner site leadership, district leadership, school leadership and the CTE/Community Schools Coordinator guarantees clearly defined policies. The Superintendent, SMCOE, and the community partner manage the overall vision and operations for expanded learning (ELO-P and ASES). The City of Daly City is currently responsible and facilitates ASES compliance but this will be transferred over to the District in SY 24-25.

Fiscal accounting and reporting is completed by the BESD Fiscal Manager and results in a clearly outlined budget with expenses defined within the relevant revenue sources. Information for families and students are developed and distributed in languages that families understand, to ensure that everyone knows the program's policies and procedures.

General Questions

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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 requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Bayshore's ASES funding will be used as leverage in addition to ELO-P funding to create a comprehensive and universal expanded learning program by serving youth TK-8. These funds currently go towards two partners: Intersession and after-school expanded learning programming provided by BGCP. Additionally, both BGCP and Resource Area for Teachers (RAFT) operate the Summer Expanded Learning Program. Funds will allow high quality programming to all grade levels with additional high-impact experiences, materials and curriculum to increase student outcomes. This funding will also aid in the collaboration with expanded learning community partners for planning and collaboration time to ensure safe and equitable access for unduplicated youth and will add to a positive school culture and academic skill-building.

As these programs will be open to all students, it will be difficult to determine the specific funding approach from a specific grant as the various funding streams will be coordinated to provide a cohesive program for all students.

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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. (*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?

BGCP has served TK and Kindergarten pupils in their afterschool programs for several years and has been successful in recruiting and preparing staff to work in the program ensuring that they know how to work well with younger children.

BGCP's TK/K program encompasses an hour of academic skill building that connects with school day assignments and unfinished schoolwork. Students are exposed to Bell's Phonics and number recognition twice a week in small group tutoring sessions that changes from week to week to ensure scaffolded skill building. Two enrichment programs per week are implemented - Art in Action and Mind Works curricula. Student: staff ratio for TK & K is 10:1 as per *EC Section 46120[b][2][D]* and as identified in the relevant MOUs. Any after-school, intercession, expanded learning, or summer programming is designed to be age and developmentally appropriate, with students grouped by grade level or age to ensure that the enrichment and support offered is suitably targeted to our students' needs. BGCP uses academic enrichment curricula with differentiated activities and lessons for different grade ranges and differing student abilities. BGCP's program and curriculum design team includes former teachers and school leaders with expertise in differentiating curriculum and instructional practices to meet the developmental needs of students, including our youngest students.

Sample Program Schedule

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Please submit 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, 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). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample schedules linked here → [TK-5](#) [Middle School](#)

Q3 TK-5 Program Schedule									
	Monday	Tuesday	Wednesday	Thursday	Friday				
1:00 PM			Sign In						
1:10-1:20 PM			Snack - Lunch Refill						
1:20-1:30 PM			Transition						
1:30-1:45 PM			Community Circle						
1:50-2:00 PM			SEL Second Step						
2:00-2:05 PM			Read aloud						
2:05-2:08 PM	Sign In		Sign In		Sign In				
	Power Hour TK K 1st 2nd	Enrichment A TK K 1st 2nd	Power Hour TK K 1st 2nd	Enrichment A TK K 1st 2nd	Power Hour TK K 1st 2nd	Enrichment B TK K 1st 2nd	Power Hour TK K 1st 2nd	Enrichment B TK K 1st 2nd	Student Acad (1:10-3:30) Transition (2:30-3:40) Social (3:40-4:10) Transition (4:10-4:30) Career/Technical (4:30-4:50)
3:30-4:10 PM									
4:10-4:15 PM	Transition	Transition	Transition	Transition	Transition (4:30-4:50)				
4:15-4:20 PM	Recess	Recess	Recess	Recess	Club TK 1st 2nd				
4:20-4:40 PM	Transition	Transition	Transition	Transition	Transition				
	Power Hour TK K 1st 2nd	Enrichment A TK K 1st 2nd	Power Hour TK K 1st 2nd	Enrichment A TK K 1st 2nd	Power Hour TK K 1st 2nd	Enrichment B TK K 1st 2nd	Power Hour TK K 1st 2nd	Enrichment B TK K 1st 2nd	(4:30-5:40)
4:40-5:40 PM									
5:40-6:00 PM	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal				

TK-5 Business Schedule					
Location	Monday	Tuesday	Wednesday	Thursday	Friday
Playground 1	TK-K	4th-5th	4th	2nd	2nd
Playground 2	1st	TK-K	2nd	4th	3rd
Field	2nd	3rd	TK-K	4th-5th	4th
Workshop	3rd	2nd	1st	TK-K	4th-5th
Gym	4th	3rd	4th-5th	1st	TK-K
Gym	4th-5th	4th	3rd	2nd	1st

Q3-MS Program Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
1:00 PM			Sign In		
1:00-1:10 PM			Snack - Unwraps Child Time		
1:10-1:15 PM			Transition		
1:15-1:55 PM			Community Circle		
1:55-2:00 PM			Transition		
2:00-3:00 PM			Career Technical (Adviser)		
3:00-3:10 PM	Sign In	Sign In	Transition	Sign In	Sign In
3:10-3:25 PM	Break	Break	Child Time (3:05-3:25pm)	Break	Snack (3:10-3:40pm) Transition (3:40-3:45pm) Child Time (3:45-4:05pm) Transition (4:05-4:10pm)
3:25-3:30 PM	Transition	Transition	Transition	Transition	
3:30-4:30 PM	Power Hour	Power Hour	Power Hour	Power Hour	Torch Club (4:25-5:40pm)
4:30-4:40 PM	Transition	Transition	Break	Transition	
4:40-5:40 PM	Enrichment KinCo	Enrichment Legos	DIY Club	Enrichment Madworks	
5:40-5:45 PM	Transition	Transition	Transition	Transition	Transition
5:50-6:00 PM	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs 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 the following;

(2) [LEAs] 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 schoolsites, 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.

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, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] 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 opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] 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 opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] 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.

[LEAs] 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 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils 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. Section 11434a), or for a child who the program knows is in foster care. A program

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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 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. 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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.