

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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



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

Local Educational Agency (LEA) Name: Beaumont Unified 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. Anna Hause Elementary School
2. Brookside Elementary School
3. Palm Innovation Academy
4. Starlight Elementary School
5. Summerwind Elementary School
6. Sundance Elementary School
7. Three Rings Ranch Elementary School
8. Tournament Hills Elementary School

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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—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.

Beaumont Unified School District (District) will utilize a system for tracking student enrollment and attendance through Aeries to ensure that eligible students are able to participate in ELO-P programs. Procedures will be in place to ensure that students are accounted for at all times.

The safety procedures in place during the school day will be strictly adhered to at all times. After-school programs will be included in each school's safety plan and staff will be trained on Hour Zero safety protocols prior to the start of the school year. Monthly emergency evacuation drills will be implemented and staff will know the locations of fire extinguishers on their campus. Earthquake and lockdown drills will be conducted four times per school year. A current and easily accessible list of emergency contacts for students will be maintained.

The after-school program will use a positive discipline model aligned with the District's research-based Positive Behavior Intervention and Supports (PBIS). Each school's PBIS model includes interventions including counseling, Social-Emotional Learning (SEL) and support. Each school's PBIS behavior expectations will be integrated into the site's after-school program. This alignment will ensure high levels of student behavior that supports a safe and nurturing environment.

When addressing student injuries, staff will have established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the District or school nurse, site administration, District administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space. Staff will have access to the school's enrollment database to find additional contact information, if needed.

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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.

A tutoring program will be established and offered daily. Students will have access to tutoring services in two ways:

- Incredible Minds – small group tutoring based on subject area. Teacher and parent/guardian referrals.
- Expanded Learning Tutors - small group tutoring based on Advancement Via Individual Determination (AVID) tutorial model.

Expanded Learning Tutors will be trained in AVID strategies, classroom management, and effective supervision to ensure the tutoring component is successful and aligned with the school day practices. Staff will use techniques aligned with the core-day classroom to assist students. Tutors will make sure students are utilizing AVID strategies to ensure they are retaining the subject area concepts as well as build their capacity to be accountable for their learning.

Enrichment components will include Science, Technology, Engineering, and Mathematics (STEM) instruction, in-house and contracted educational vendors, SEL instruction, and civic and community building projects and activities.

3—Skill Building

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

Expanded Learning Programs will provide intentional opportunities for students to develop skills through enrichment activities that will broaden their knowledge of the world around them. Possible enrichment opportunities may include: writer's workshops, STE(A)M presentations/instruction with hands-on experiences, guest speakers, assemblies, field trips, culinary arts, and intramural sports. Be Ready Beaumont career exploration will be a cornerstone of skills development with clear ties to real life experiences. Students will engage in meaningful and structured student to student interaction that supports the 4-C (Communication, Collaboration, Critical Thinking, and Creativity).

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4—Youth Voice and Leadership

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

Student input is critical to program design. A student advisory group will be established with a diverse group of students in upper grades and will meet monthly at each school site. The advisory group will discuss upcoming activities and/or events, strategies to gather peer feedback, and share ideas for program/school improvement related to school day and after-school. The advisory group will also participate in leadership development. This leadership development will assist in creating partnerships with community organizations such as the local Rotary club. Civic leadership and community projects will be a key component of Youth Voice and Leadership. With the assistance of the Beaumont community, students will experience the joy of giving back and becoming engaged.

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.

The program will align its wellness initiative with the District's health and wellness policies. Additionally, it will ensure that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and prosocial behaviors are fostered and practiced. One-third of the program schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and Social-Emotional Learning (SEL).

Instructional components of SEL include "Everyday Behavioral Tools" and Second Step. These materials support decision making, self-efficacy, confidence and self-esteem. Students will learn how to interact with adults in a positive manner. Increased parent engagement and coordination with the District's Parent Engagement Coordinator will assist in healthy student/family decisions.

At no cost to program participants, all students will be provided with a healthy snack, provided by the District's Child Nutrition Services Department. In order to establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team camaraderie, and much more. Elementary and intermediate students will have the opportunity to participate in a physical fitness club or intramural sports program.

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

The Expanded Learning Programs will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. Program staff will include adults with backgrounds similar to students. Staff will be provided with on-going training on equity and diversity to ensure the program creates an environment that promotes inclusivity. Staff will be invited to attend the county Excellence through Equity conference to gain a greater understanding of cultural diversity and equity.

To further promote diversity, the program will expose students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses for all grade levels will broaden and enrich the students' appreciation of the diverse world in which they live. In addition to field trips, the program will highlight cultural events such as Black History Month, Women's, History Month, etc. Programming and activities build student awareness and appreciation of the history, backgrounds, and cultures that are celebrated in these month-long highlights.

For Students with Disabilities (SWD), the Expanded Learning Program will provide support staff that have training in working with students with special needs. The Expanded Learning Department will collaborate with the Special Education Department to develop Professional Development (PD) in order to build the skills and strategies of staff needed to work effectively with students with special needs. In addition, the Special Education Department will conduct onsite training and coaching when sites need additional support with special needs students. Furthermore, Special Education and Expanded Learning will collaborate on reasonable accommodations as they relate to students' Individual Education Plans (IEP) and determine a communication and support plan.

To meet the needs of English Learners (EL), staff will be trained on English Language Development (ELD) and best practices to support ELs such as the use of visuals and realia, guided oral practice with modeling, and teaching vocabulary during club and STEAM activities. Staff will be trained on effective strategies to support EL students and program activity plans will incorporate intentional use of the EL supports to ensure these students have access to the material and content.

Expanded Learning Programs have often been a safe haven for students that experience challenges at home or attending school. Staff trained in Youth Development and Mentoring will create a safe space for these students to thrive. The program offers an opportunity for at-risk students to be and feel successful with their interactions with adults and peers.

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7—Quality Staff

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

The District plans to hire individuals who are highly qualified and eligible for after school programs. The District will also partner with educational agencies such as the Boys and Girls Club. Human Resources will hire and screen adequate and appropriately qualified staff.

In planning for appropriate staff and supervision, there may be a need to hire an Expanded Learning Coordinator, Teacher on Special Assignment (TOSA), Site based ELO-P teachers, Instructional Assistants, security, and support personnel. All staffing decisions are contingent on current continuous grant funding and is specifically designed for program oversight, training, PD, and student instruction.

PD is key to continuous quality improvement of programs and developing and retaining quality staff. Therefore, PD topics are determined through various forms of needs assessments from stakeholders, such as parent, student and staff surveys, parent-student focus groups, and input gathered by the PD committee, which is composed of site staff and District administrators.

PD topics for staff include:

- Program Procedures & Expectation
- 12 Quality Standards for Expanded Learning in California
- Program Structure & Curriculum
- Budget and Accounting Systems
- Site & District Level Communication Systems
- Human Resources Expectations and Mandated Reporting
- Student Attendance Procedures
- Positive Behavior Interventions & Supports (PBIS)
- Restorative Practices
- Social-Emotional Learning (SEL)
- Effective Homework Assistance
- Technology Integration
- Site Needs Assessments
- Parent Engagement
- Strategies for Training Frontline Staff
- Safety and First Aid
- Effective Homework Assistance
- Sound Mind & Body Wellness Initiative
- Classroom Behavioral Management
- High Yield Learning Activities
- Youth Leadership

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8—Clear Vision, Mission, and Purpose

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

The vision of the District Expanded Learning is to provide quality education and enrichment opportunities by leading, assisting and motivating students to establish and achieve goals to become responsible and productive citizens.

The mission of the District Expanded Learning Opportunity Program is to provide high-quality educational and enrichment opportunities for all students in a safe and secure learning environment through a shared commitment among home, school and community.

The vision of the District Expanded Learning Opportunity Program is through our beliefs and core values. We believe that:

- We believe student success is the primary focus of all our efforts.
- We believe all people should act with integrity, perform at exemplary levels, and should be held accountable for results.
- We believe commitment from students, home, school, and community is vital to student success.
- We believe all students can and should learn and it is our responsibility to provide appropriate opportunities to facilitate that learning.
- We recognize that students learn in different ways and at different rates, and we will provide for these differences.
- We believe all people should be treated with dignity and respect.
- We believe all people have value and worth; we embrace diversity and cultural differences as an asset and strength.
- We believe that with the right attitude, the achievement is unlimited.

The Goals and Outcomes of our Expanded Learning Opportunity Program is that:

- All students will meet or exceed grade-level standards.
- All students will have the essential skills to effectively function in a post-secondary educational setting or the world of work.
- All students will become positive, caring, and contributing members of society.

The Priorities of the Expanded Learning Opportunity Program are as follows:

INSTRUCTION:

- Prioritize the District and site budgets to meet students' needs.
- Identify and communicate the essential standards for each subject area at each grade level.
- Provide differentiated instruction to meet individual student needs.
- Implement on-going benchmark assessments in order to determine student progress towards standards.

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- Identify and provide assistance and intensive early interventions for students who are not achieving standards.
- Address the counseling needs of students.
- Encourage lifelong learning by developing alternatives and options to meet the unique interests and needs of students.
- Celebrate and recognize student attendance and achievement.

RESOURCES/MATERIALS/EQUIPMENT:

- Provide facilities, equipment, supplies, and materials as needed to enhance student learning.
- Develop interagency cooperation to deliver assistance and counseling through services currently available in the community.
- Seek business and agency partnerships to provide real worksite learning activities including internships and apprenticeships
- Enhance the District's safety and security programs to ensure a safe and secure environment.
- Utilize technology to its fullest potential to maximize learning and productivity.

EMPLOYEES:

- Provide the training teachers, support staff, and administrators need to do their jobs effectively.
- Promote opportunities for all employees to interact with each other and to understand that each employee is essential to the success of our students.
- Hire employees that embrace the District's core values.
- Recognize the performance, achievement, and dedication of employees.

COMMUNICATION:

- Seek, support, and encourage open and honest communication.
- Communicate standards and expectations to students, parents, staff, and community.
- Build trust with all entities through collaborative relationships, ongoing interactions, and positive behaviors.
- Encourage and promote communication among all levels of education in order to connect programs, services, and curriculum.

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.

Community Providers are essential partners to ELO-P implementation. Expanding the Boys and Girls Club of the Pass Area is a paramount goal. By increasing the ability of Boy and Girls Club to service students at all sites the Extended Learning Program will be able to serve more students and provide greater resources.

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The Expanded Learning Department seeks opportunities to partner with the City of Beaumont and hopes to partner with local business and higher educational institutions to provide college and career readiness for students. The ELO-P leadership team is hopeful that there will be opportunities to build new partner relationships and strengthen long-standing ones.

Community Providers are essential partners to ELO-P implementation. In addition to awarded contracts, the Expanded Learning administrators collaborate with partners to establish written agreements, hold standing meetings, including at the site level, to provide feedback on program goals, design, program impact and areas of growth based on program evaluation.

The ELO-P team will also look for partnerships at our local high schools particularly in Career Technical Education (CTE), student mentors, athlete mentorship, local governmental agencies such as Beaumont Police Department and the Riverside County Sheriff's Department.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Continuous Quality Improvement will be achieved by feedback, students, school site staff (teachers, custodial staff), and parents will be asked for their opinions on the newly developed Expanded Learning Program each trimester. Focus groups hosted at each site will ask students and parents about their opinions and suggestions for improving the program. Both survey and focus group data will be analyzed by the Expanded Learning team in order to provide additional resources and support to sites. Furthermore, the Expanded Learning team will have Site Supervisors work with their site administration and fellow peers to share best practices amongst each other, such as aligning strategies to support a Safe and Supportive Environment for all students. Professional Learning Communities (PLCs) will also help each other troubleshoot challenges surrounding all other quality standards.

Internal evaluations will be conducted along with internal and external audits. The ELO-P team will engage in actions of continuous improvement based on data monitoring and student achievement. Participating students will be closely monitored to measure growth and success. Programmatic needs will change based on student outcomes and needs.

11—Program Management

Describe the plan for program management.

Each school site develops their Single Plan for Student Achievement (SPSA) alignment with the District's Local Educational Agency (LEA) Plan and Local Control Accountability Plan (LCAP) which is reviewed and approved by their School Site Council and will expand learning. The Director of Expanded Learning communicates closely with the Assistant Superintendent of Instruction and Support Services to ensure program

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alignment with the District's vision and mission. As a team, the administrators communicate with principals and site staff to ensure that the vision and mission of the District is supported consistently at all program sites. The site supervisors will meet with the principal to ensure that the program implementation is aligned with the school's SPSA and the District LEA Plan and LCAP. ELO-P will be included in the LCAP process, including stakeholder feedback.

At the District level, the Expanded Learning Program includes a Director, a Coordinator of Expanded Learning, Teacher on Special Assignment (TOSA) Administrative Secretary, and Expanded Learning Department Clerk.

At the site level, the programs include a Site Liaison, After-school Instructional Providers (20:1 ratio grades 1-8; 10:1 ratio TK/K), Incredible Minds Instructional Assistants (10:1 ratio grades 2-8), Boys and Girls Club servicing students in grades K-8, Before School Instructional Providers (at select schools), Instructional Assistant Providers, site-based teaches, and Expanded Learning Tutors.

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 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.

The District currently operates six ASES programs, six Boys and Girls Clubs, and 11 Incredible Minds programs. All programs operate on school campuses and include a Site Liaison. The Site Liaison oversees day to day program operations of their assigned program site, supports Instructional Providers, communicates with parents, etc.

It is the District's intent to use ELO-P funding to enhance and expand current program offerings in the ASES and Incredible Minds programs. Current policies and procedures are being reviewed and updated to ensure requirements of all grants and funding are satisfied as well as ensure accessibility and flexibility to students and families (e.g. attendance requirements, early release policy). Additionally, all services and programs will continue to be offered on 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. (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

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younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The Director of Expanded Learning will coordinate with the Director of TK-12 Programs to provide support for sites for before and after school programs to create a seamless nine-hour program for students beyond the regular Transitional Kindergarten (TK) instructional day.

The Director of TK-12 Programs will coordinate with principals and TK teachers to select and implement developmentally appropriate curriculum resources to support student learning. Focus on PBIS and SEL to help students learn how to be successful in school. The Director of TK-12 programs will work with the TK instructional coach to plan collaboration and professional learning opportunities for all TK teachers and the ELO-P staff. The Director and the TK instructional coach will work with the elementary site principals to understand the elements of an effective TK program and TK ELO-P plan. TK teachers will be an instrumental part of ensuring TK students have a seamless nine-hour day that supports, enhances, and improves student success.

Principals will work with their TK teachers to monitor the implementation of the TK program at their sites and the collaboration of the ELO-P services.

The Beaumont Unified School District plans to offer transitional kindergarten to all students in the District's boundaries that fall within the age range for the program. Students who are eligible for Special Education services will have access to the TK program and ELO-P as the least restrictive environment in alignment with their IEPs. Special Education services and supports will be provided according to the needs of each student. Special day classes will also be provided as needed and full inclusion in the general education program will be provided where it is appropriate. All TK students will be offered ELO-P services as prescribed in statute with a nine-hour school day. If there is limited interest, the TK ELO-P will be offered at select sites in order to maximize staffing and ensure all students are served.

Sample Program Schedule

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.

The final plan will include strategic incorporation of the District's preschool program into the TK ELO-P plan. Currently, the directors of TK-12 programs, Expanded Learning, and Special Education are in discussions regarding implementing Universal Pre-TK and

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TK into the ELO-P plan. A sample schedule of how ELO-P will serve TK students is below:

Provided by Boys and Girls Club

School	Morning Hours	Afternoon Hours
Anna Hause ES	6:30 a.m. to Start of School	Dismissal to 6:00 p.m.
Brookside ES	6:30 a.m. to Start of School	Dismissal to 6:00 p.m.
Sundance ES	6:30 a.m. to Start of School	Dismissal to 6:00 p.m.
Tournament Hills ES	6:30 a.m. to Start of School	Dismissal to 6:00 p.m.

Expanded Learning Opportunity Plan (ELO-P) Sample Schedule

School	Morning Hours	Afternoon Hours
Anna Hause ES	6:30 a.m. to Start of School	Dismissal to 6:00 p.m.
Brookside ES	6:30 a.m. to Start of School	Dismissal to 6:00 p.m.
Sundance ES	6:30 a.m. to Start of School	Dismissal to 6:00 p.m.
Tournament Hills ES	6:30 a.m. to Start of School	Dismissal to 6:00 p.m.

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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.