



PALMDALE SCHOOL DISTRICT

Expanded Learning Opportunities Program Plan



Prepared by:
Palmdale School District

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Expanded Learning Opportunities Program Plan

List of school sites that Palmdale School District will operate the Expanded Learning Opportunities Program (ELO-P)

Site Name
1. Barrel Springs Elementary
2. Buena Vista Elementary
3. Cactus Magnet Academy
4. Chaparral Prep Academy
5. Cimarron Elementary
6. David G. Millen Magnet Academy
7. Desert Rose Elementary
8. Desert Willow Fine Arts, Science and Technology Magnet Academy
9. Dos Caminos Dual Immersion
10. Golden Poppy Elementary
11. Joshua Hills Elementary
12. Los Amigos – Dual Immersion
13. Manzanita Elementary
14. Mesquite Elementary
15. Ocotillo Elementary
16. Palmdale Learning Plaza
17. Palm Tree Elementary
18. Quail Valley Elementary
19. SAGE Magnet Academy
20. Shadow Hills Magnet Academy
21. Summerwind Elementary
22. Tamarisk Elementary
23. Tumbleweed Elementary
24. Yucca Elementary

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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 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])

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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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Palmdale School District is committed to a seamless program design, where the Expanded Learning Opportunities (ELO-P) school programs flow directly from the expectations of its rigorous academic program, while including enrichment activities that students enjoy and add to their well-roundedness. The ELO-P program has distinctive strengths that drive continuous and sustainable alignment with the regular school day. The ELO-program will include in-person expanding learning opportunities that, when added to daily instructional minutes, are not less than nine hours of instructional and expanded learning opportunities. The ELO-program will also include a minimum of 30 non-school days that will require no less than nine hours per day of in-person expanded learning. Student participation in the ELO-program is optional.

The Palmdale School District (LEA), will partner with subcontractors, Antelope Valley Boys & Girls Club, RISE, & Elevo. Currently, PSD provides an after school program using ASES funding for 17 of 24 of our TK-8 campuses. Through our continued partnership, our ASES sites will increase their enrollment at current sites. We will also partner with Elevo to provide services to our other sites, with additional services to other sites if needed.

Each school site will have a program onsite in order to support our students and their families with an environment that is familiar, safe, & supportive. Programs will begin immediately after school to maximize our extended learning minutes.

The program develops policies and procedures to:

- Clearly document health, safety, and behavior procedures with staff, participants, and families.
- Clearly identify the health and medical needs and participants.
- Ensure that staff is easily identifiable with ID badges.
- Ensure that staff, participants, families, and school partners understand where participants are located throughout the program.
- Clearly document and communicate any incident.
- Maintain an accessible list of students with current emergency contacts in a portable binder and in the office files.

In order to nurture a positive environment:

- Staff respectfully welcomes each participant each day.

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- Staff acknowledges positive behavior through the use of weekly and monthly awards and implements a positive behavior plan to complement what is used during the school day.
- A positive relationship between school site and program leadership is maintained.
- Proactive parent/student meetings are held to foster positive behaviors.

Subcontractor's staff are trained through a trauma-informed approach and specialize in creating safe and supportive environments. Through the support of staff, you can build knowledge, attitudes and skills to help them recognize and manage their emotions, establish positive relationships, make responsible decisions and handle challenging situations constructively.

The schools and subcontractors have established good relationships with the school support staff, and there are communication protocols between contracting staff, the school counselors and student support services, and school administration.

Subcontractors have staff who are trained during their first year of employment in CPR/First Aid, and there is always at least one person who has been certified on site. Earthquake drills, lockdown drills and emergency evacuation drills are conducted yearly.

District and subcontractors follow all health and safety protocols and guidelines set forth from the CDC and Los Angeles County Health Department.

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.

The subcontractors, with approval from the Palmdale School District, choose educational literacy and enrichment activities based on desired outcomes for specific populations of youth served. Activities are chosen through evidence-based practices that complement rather than duplicate the regular school day.

Planned program activities vary by school site and look to maximize academic performance and positive youth development. Subcontractor's staff use all the areas and programs in the environment to create opportunities for these high-yield learning activities, which include SEL, sports and/or physical activities, STEAM activities, visual and performing arts, leisure reading, writing activities, storytelling, language, discussions with knowledgeable adults and or elders, helping others, homework help, and tutoring and games that develop young people's cognitive skills.

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3. Skill Building

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

The program requires elements of educational literacy and enrichment activities such as physical fitness and social emotional learning and are expected to contribute to overall student success by building skills through targeted activities meant to be not just fun, but also educational.

The educational component includes:

- Classroom teacher collaboration;
- Evidence based Reading programs
- Evidence based Math programs which allow for specific standards based skill development;
- homework support that is grouped by grade level in order to maximize efficiency;
- activities or games to support skills such as high frequency words, sight words, math facts and vocabulary development.
- drama, dance, and music productions;
- organized sports and recreation programs;
- world languages including Spanish;
- STEAM activities

4. Youth Voice and Leadership

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

The emphasis on collaborating with youth to share, elevate and understand their voice delivers impact and reflects youths' interests in a relevant and engaging way. Youth voice supports expanded learning programs by building motivation, promoting learning and self-directing and ultimately improves programs and experiences.

Youth voice and leadership is incorporated into ELO-P programs through a multitude of opportunities. Youth surveys are to be conducted twice a year to assess needs and wants; first in the beginning of the year and again mid-year to determine if programs are on target for success or changes should be made. In addition to surveys additional opportunities for Youth Voice and Leadership Include:

- Youth councils within the program.
- Youth may plan a day of service where youth pick the issue to address and execute the planning process. This can be a food drive collection, or socks for the homeless, etc.

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- Establish public speaking and recognition opportunities for youth to express their views (Jr. Staff, “RISE Ambassadors”, Jr. Youth of the Month/Year). These students serve as guides to new students, outreach to the broader school community and even have opportunities to share their voice in the community.
- Jr. Staff and RISE Ambassadors meet with Site Coordinators to address issues and have a voice in program activities.
- Each site also has a voice and choice of the specialized program they would like to participate in for the year. In the past youth chose programs such as dance, Spanish, drama, photography, Robotics and more.

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 Antelope Valley has one of the highest childhood obesity and diabetes rates in California. Health and wellness programming is a key component in our subcontractor’s curriculum. Subcontractors provide numerous offerings that emphasize healthy choices and behaviors including AVBGC’s “Triple Play” and RISE’s “RISE UP” Fitness Program.

Fitness is a daily component of the schedule for all students. Subcontractors will provide opportunities to engage in activities and topics to discuss health and nutrition. HEAL (Healthy Eating, Active Living) programs are designed to help all youth become physically literate, having the competence, confidence and intrinsic motivation to be physically active every day. Healthy eating, physical activity and relationship building are addressed in programs such as Healthy Habits (14 week curriculum), Daily Physical Challenges and Social Recreation. Together, the programs help students learn to sustain the health of the mind, body and soul.

Subcontractors actively seek staff members who were high school athletes, coaches or who have some other background in a fitness related activity. The staff communicates the importance of physical fitness, both through the daily fitness activity, as well as during sports and recreation rotations.

Nutrition also plays an important role in the ELO-P program. Students participate in enrichment classes focused on healthy eating, nutrition and healthy choices, as Nutrition is a standing component of the enrichment rotations.

Students in ELO-P program receive a snack and/or “supper” meal from the district’s Child Nutrition Department. The “Super Snack” meets the California Nutritional Requirements, and a sample of a menu is shown below.

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1st Menu Option

Mini Bagel= 1 grain

Peanut Butter and Jelly Cup= 2 M/MA

Sliced Pears= $\frac{1}{4}$ c.

Celery Sticks= $\frac{1}{2}$ c.

8 oz. Fluid Milk Options (nonfat chocolate and 1% low-fat white fluid milk)

2nd Menu Option

Sandwich, Peanut Butter & Jelly = 1 grain & 1 M/MA

String Cheese = 1 M/A

Pears (canned & sliced) = $\frac{1}{4}$ c. fruit

Green Beans= $\frac{1}{2}$ c. vegetable

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

3rd Menu Option

Cornbread Muffin= 1 grain

2 String Cheese= 2 M/MA

Peaches (canned, sliced, in light syrup)= $\frac{1}{4}$ c.

Green Beans= $\frac{1}{2}$ c. vegetable

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

4th Menu Option

Animal Crackers= 1 grain

Strawberry Yogurt= 1 M/MA

String Cheese= 1 M/MA

Applesauce= $\frac{1}{4}$ c.

Broccoli Florets (Raw)= $\frac{1}{2}$ c.

8 oz. Fluid Milk Options (nonfat or 1% low-fat)

Finally, the use of the computers at sites allows students to participate in digital citizenship courses, which includes safe internet behavior, smart choices and digital awareness.

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.

In the ELO-P program, youth find safe spaces, supportive mentors and high-quality programming to help them grow into productive, caring, responsible adults. Currently, we are at a critical juncture as widening wealth, equity and opportunity gaps limit and threaten

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the great futures our young people deserve. ELO-P programming support kids and teens – of every race, ethnicity, gender, gender expression, sexual orientation, ability, socio-economic status, and religion – providing a safe, inclusive environment for every student who walks through the doors.

To ensure an environment that promotes diversity, access and equity, subcontractors are taking the following steps:

- Staff members are trauma-informed and well-trained in anti-racism and equity work.
- Subcontractors embed diversity equity and inclusion in all programs and resources and create new assets to specifically target these critical issues.
- Subcontractors identify and accelerate local partnerships that help build expertise in the work of racial justice and equity.

Each subcontractor employs staff that are diverse and bilingual. While many students in the program come from a Spanish speaking background, many are not literate in Spanish, so a big emphasis is to develop Spanish literacy skills.

Flyers and communications are provided in English and Spanish to provide families with information about the ELO-P program in their native language. Subcontractors make every effort to accommodate and ensure participation for those students who may be excluded from the program, regardless of disability or other barriers to entry.

7. Quality Staff

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

The minimum requirements for program instructors include:

- Pass a paraprofessional, the subcontractor's academic assessment, or meet qualifications of a high school diploma with two years of college credit
- Pass a health screening that includes current TB clearance
- Pass Livescan fingerprint clearance

Subcontractors make a point of hiring bilingual program instructors when possible, who are able to connect with English learners and parents, and many of whom attended ASES programs themselves as youngsters.

Subcontractors recruit from the community beginning at the local colleges with preference given to applicants who are on a BA or teaching path. Subcontractors also recruit from staff who have trained at the district level and are found to be competent by site administrators both for teaching and project leader positions. This includes district teachers, substitute teachers, and instructional aides.

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Subcontractors also look for applicants who bring additional expertise that can provide additional support for enrichment such as drama, sports or music or who can make connections to students easily because of a shared background.

New employees hired by subcontractors are required to attend a half day training session in their first month of employment, as well as shadow experienced program instructors in multiple programs.

Ongoing training is available to staff throughout the year. Training is provided online, blended and face-to-face. Training for youth development professionals are designed to develop their competencies and leadership capacity throughout the ELO-P program and are offered at different levels throughout the professionals tenure starting with the foundational level. This level is designed to provide new youth development professionals in an ELO-P program within the first four months in their role additional opportunities for training outside of the program. Through online learning these professionals receive information and resources to position them for long-term success in their role.

In addition, during the school year, subcontractors are allowed an additional three days as permitted by CDE to provide additional training in necessary areas, such as PBIS, coding instruction, or fitness instruction.

Finally, subcontractors may provide Saturday training on occasion, led by outside providers such as Mourthi/AMR First Aid and CPR, or by staff from the Los Angeles County Office of Education Expanded Learning Division.

8. Clear Vision, Mission, and Purpose

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

The program mission is to deliver a value-added after school program that supports and reinforces academic achievement and provides fitness and enrichment opportunities for students in a safe, structured environment supervised by engaged, caring adults.

In order to do that, it is important to be cognizant of the needs and opinions of all stakeholders to determine what "value-added" means to a particular school site.

Every school distributes an end-of-year survey to the parents of all students in English and Spanish. The data is collected and shared with each school site to develop after school programming for the next school year. In addition, a mid-year survey is conducted to assess program effectiveness and make any course corrections.

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Based on the needs assessment, the goals of the ELO-P program include, but are not limited to:

- Provide after school enrichment since there is a lack of opportunities after-school in the area
- Provide organized recreation and sports
- Provide expanded learning opportunities
- Provide quality homework help
- Provide a safe environment for students after school as most families are commuters
- Students will increase their proficiency in Math and Language Arts
- EL students will increase their language proficiency

District and school personnel have regular communication with the subcontractor's leadership teams and school site coordinators to guide the direction of the program. At the beginning of each year's expectations for the upcoming school year are established. School goals and program goals are reviewed and revised as appropriate. Meetings are held to review student attendance, behavior and academic progress throughout the school year. These meetings will include review and revising the program goals as appropriate and keep communication open between all parties. The program coordinator meets with the program staff monthly regarding student needs. The program coordinator, as well as the site coordinator, may be invited to school leadership meetings as appropriate. The site coordinator will hold meetings with parents to provide information and promote collaboration and input from parents regarding the program.

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.

Effective partnerships can serve to strengthen and support after school programming and result in improved program quality, more efficient use of resources, and better alignment of goals and objectives.

Collaborative partners that are used to consult develop the ELO-P program plan include:

- Palmdale School District
- Antelope Valley Boys & Girls Club
- RISE Educational Services
- Elevo
- Community Partners

Specific Collaborative Partners and their roles include:

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- Antelope Valley Boys & Girls Club- after school ASES and ELO-P program provider
- RISE Educational Services- after school ASES and ELO-P program provider
- Elevo after school and ELO-P program provider

One partnership that subcontractors would like to strengthen and formalize is with the Antelope Valley College and Cal State University Teacher Preparation Programs. While many applicants to ASES programs do come from AVC, having a formal recommendation structure would greatly improve the number and quality of applicants.

10. Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ELO-P program will engage in a data-driven CQI process based on the Quality Standards for Expanded Learning in California.

The cycle of improvement revolves around the three continuous steps of Assess, Plan, and Improve.

Assess

Subcontractors and the Palmdale School District collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities. Other key performance indicators include school attendance, test score data, and student retention data (students with continued enrollment in ASES and ELO-P program).

Additionally, the program will gather qualitative data through:

- Semi-Annual Parent surveys (September and May)
- Semi-Annual Student surveys (September and May)
- Annual Teacher surveys (May)

Subcontractors and the Palmdale School District engage key stakeholders in the assessment process including older students, parents, teachers, administrators, site coordinators and program staff, as well as key community leaders and collaborative partners.

Stakeholders, subcontractors, and the Palmdale School District then analyze the data to summarize and reflect, noting any clear data trends, program strengths and weaknesses, program areas requiring improvement, and opportunities for deeper

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impact. Discussion is had as to which areas can be addressed immediately and which ones will require further planning or funding.

Plan

Together the group develops a plan for Quality Improvement to address high need priorities of the program. The plans label specific objectives to be addressed in the upcoming year and a detailed plan to meet each objective.

This plan includes specific and concrete activities for each objective. For each activity, the plan includes:

- Specific individuals responsible for carrying out the activity.
- A concrete timeline for completing the activity.
- Estimated costs (if applicable) associated with completing the activity.

This plan is used as a guide to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Improve

In this step after implementing the action plan, taking time to reflect on progress along the way, we reassess and update the action plan accordingly.

The plan is reassessed at regular junctions semi-annually, to ensure needs of the program are being met and make changes as necessary. Once changes are made, the data is then reviewed and analyzed and the process continues once again with assessment.

11. Program Management

Describe the plan for program management.

The Palmdale School District ELO-program has fiscal and administrative practices supported by well-defined and documented policies and procedures that meet state requirements. The district's partners will be responsible for daily program management, in collaboration with district and site administrators.

The program vision, mission and goals are reflected in how program days and funds are spent: engaged learning that connects to the school day, and enrichment activities that amplify students' lives and understanding of the world.

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Program Managers:

The Program Managers collaborate with the district personnel and site staff to meet program requirements. The Program Managers hire, supervise, pay, and evaluate all program personnel. The Program Managers also oversee purchase of materials and managing the budget for the school sites, as well as attendance reporting. The Program Managers create a professional development calendar and regularly assess the professional development needs of the staff.

School Site Coordinator

The Site Coordinators plan, organize, and lead the program for each school site. Site Coordinators work with the Program Director to supervise the Program Instructors and all participants in the program. Site Coordinators report attendance, payroll, incident, and injury reports to the Program Director. Site Coordinators meet with their site's principal monthly to coordinate events and the program schedule. Site Coordinators represent the program and serve as a point of contact for parents, students, and school personnel.

Program Instructors

Program Instructors provide supervision, tutoring, homework help, and academic support for students in the program. Program Instructors collaborate with the Site Coordinators to design, coordinate, and lead organized fitness and recreation activities and enrichment projects such as art, music, crafts, drama, etc.

Program Plan and Implementation Review

Ongoing review of the program plan and its implementation will be regularly scheduled between subcontractor and district leadership. Program implementation will be adjusted based on the needs of students. In addition, district leadership will encourage site administrators to meet and collaborate with subcontractors' leadership to make sure the program is meeting each site's needs.

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

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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.

Currently, Palmdale School District has ASES grants for 17 out of our 24 TK-8th grade sites. Our plan is to continue with our current ASES program while expanding student enrollment at all of our current ASES sites. The other 7 sites that currently do not offer an expanded learning program or currently have a program that requires a fee, will now expand and no longer charge fees. In addition, our ELO-P program will include students in grades TK-6.

With a need for additional staffing, we will now partner with Elevo to extend to support our additional needs of staff and programs. All of our subcontractors (Boys and Girls Club, RISE, and Elevo) are trusted partners and have worked with our district prior to the ELO-P funding.

The Palmdale School District is collaborating with subcontractors to determine the staffing needs to provide the additional 30 non school days with the minutes equaling no less than 9 hours per day including minimum days. Non school days may include and are not limited to:

- 3 days during Thanksgiving break (November)
- 5 days during winter break (January)
- 5 days during Spring break (March)
- A minimum of 17 days of summer intersession (June/July)

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

The subcontractor and the Palmdale School District will determine the needs of our transitional kindergarten and our kindergarten students. Subcontractors have planned to meet the 10 to 1 adult-to-student ratio for TK and kindergarten students. The ELO-program requires the same scheduling (hours) as our 1st-6th grade.

School sites will provide subcontractors with classrooms that have adequate bathroom facilities, appropriate playground equipment, and furniture that is appropriate for younger students.

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Subcontractors will collaborate with local colleges and preschools to recruit staff members with a background in early childhood education.

The subcontractors will continue to provide expanded learning opportunities that include art, STEAM, play, physical and sports activities that are developmentally appropriate and safe. Students will be provided with playground equipment and play time that is appropriate and will help develop and nurture students' social and emotional skills and develop their fine motor skills. Students will have opportunities to interact with their peers to develop socially and linguistically.

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.

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(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 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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):

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

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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.