

**Expanded Learning Opportunities
Program Plan Guide**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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ICEF View Park Preparatory Elementary

**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 Site(s)

Local Educational Agency (LEA) Name: ICEF View Park Preparatory Elementary

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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. ICEF View Park Preparatory Elementary

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 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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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 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.

ICEF View Park Preparatory Elementary (IVPES) Expanded Learning Opportunities Program (ELOP) is offered onsite; and will provide opportunities for students to experience a safe and supportive learning environment that will serve as an extension of the instructional school day and school year.

ELOP staff will track student enrollment and daily attendance through its digital system. Procedures shall be implemented to ensure students are accounted for at all times, including restroom breaks, and dismissal. In addition to attendance upon the start of the program, we will maintain a sign out system once the student is released to leave to a designated parent/guardian or adult listed on the enrollment application.

All ELOP staff including vendor service providers will undergo live scan (fingerprinting and DOJ background checks), TB testing, COVID vaccinated per the school's policy; shall be CPR and first aid certified; and trained on the school's emergency response and school safety plan. Staff will be trained on communication protocols in the event of a health and/or safety incident in addition to strategies to address student behavioral issues. Additionally, ELOP staff will receive comprehensive training with a focus on safety protocols, establishing an appropriate program culture, positive behavioral interventions, and support (PBIS).

The ELOP is a highly structured program that will incorporate evidence-based Positive Behavioral Interventions and Support (PBIS) through a three-tiered framework. To address the mental health, social and emotional well-being of students IVPES will continue to implement the ICEF Embrace the Mind (ETM) Program, a school based mental health initiative that is designed for predominantly African American and Latinx communities.

IVPES will implement Ripples Effect SEL curriculum schoolwide (character traits) as part of our PBIS initiative in combination with Class Dojo that will serve as the platform to track positive behavior and communicate with families. Class Dojo tracks a student's behavior, and has tools for teachers, students, and parents. The Wellness Center and calm down corners will be implemented as part of our PBIS technique to de-escalate student behavioral issues and address SEL student needs. PBIS incentives will also be implemented to encourage and incentivize positive behavior.

Students will participate in SEL activities and practice daily PBIS expectations. During ELOP, students will participate in mindfulness activities, community circles focusing on character education and mental wellness; and utilize the Ripple Effects, online SEL program.

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IVPES's early learning combines the developmental, linguistic, academic, and multicultural approaches to learning. The ELOP provides learning experiences that encourage the development of the whole child. Our goals and objectives are to provide academic and social enrichment combined with physical activity through play to meet the developmental need of our early learners to promote creativity, exploration, and growth. Meeting all domains by setting expectations and planning activities in Language and Literacy, cognitive, social-emotional, physical, and English language will be the basis for student success.

IVPES has built a roadmap to support student success. IVPES is in the initial phase of implementing domains within the Multi-tiered System of Supports (MTSS), shifting to a whole child approach, using an equity lens. IVPES uses multiple forms of data to identify and monitor each student's areas of strength and areas for growth, including universal screeners for academics (ELA & Math); and social-emotional universal screeners through Panorama Surveys. Results are used to provide targeted supports and for programmatic design of our school's ELOP to support student success.

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.

Curriculum and activities are aligned with what students are learning during the instructional school day. The ELOP is designed using data-driven practices to support our students achieve proficiency and grade level achievement levels necessary to progress through school and prepare for college and career. In addition, survey data (staff, student, parent) are also collected and used in the design of ELOP programming. Student voices are essential in the selection of activities including enrichment interests and clubs/activities.

ICEF View Park Preparatory Elementary will provide opportunities for students to experience active and engaged learning that supports and/or supplements the instructional day aligned with the Common Core State Standards and provide learning experiences using multiple modalities including project-based learning, use of technology, and inquiry-based instruction. Course and enrichment offerings may include:

- Mathletes: a problem-based learning club that supports students in solving 'real-world' math problems, engage in academic discourse, collaborate with peers, and engage in mathematical reasoning

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- Academic intervention/homework assistance: in English language Arts and mathematics, led by credentialed teacher.
- High Dosage tutoring program: all disciplines
- Math Field Days
- Book Clubs
- STEM Programming
- Visual & Performing Arts (VAPA): Theater, Dance, Choir
- Physical Fitness/nutrition education

To promote student engagement and retention, we will incorporate student input in the planning of academic and enrichment activities, including social-emotional learning. By promoting student voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The ELOP will offer engaging, enriching activities aimed towards increasing student's intellectual, social, and physical fitness needs. The ELOP will have a welcoming atmosphere aimed at encouraging each student's self-confidence while working to stimulate their creativity and critical thinking skills.

3—Skill Building

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

IVPES's ELOP will align with the 4 C's: Communication, Collaboration, Critical Thinking, and Creativity, by engaging students in project-based learning activities with a STEM focus using 21st century skills. We will offer books clubs that will focus on strengthening foundational literacy, communication, and comprehension skills.

Opportunities for students to experience skill building include but are not limited to:

- Tutoring and/or homework assistance in core content subject areas: ELA, Math, Science, Social Studies. Academic enrichment will support students in meeting state and local academic standards in core academic subjects.
- Project-based Learning integrating STEM Programming; and ARC Science Club
- Enrichment activities will be designed to inspire creativity and innovation and increase critical thinking and problem-solving skills.

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- Enrichment will include Visual and Performing Arts (VAPA): Theater, Dance, & Choir; and physical activity.
- Leadership, self-esteem, and character building activities will be implemented.
- Social-emotional learning (SEL): ICEF Embrace the Mind (ETM) Program. The purpose of our program is threefold: to offer education on the science behind mental health, to reduce stigma associated with mental illness, and to equip students, teachers, and families with tools to build mental wellness including Yoga.

4—Youth Voice and Leadership

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

Our students will play a meaningful role in program design and implementation of the ELOP. The ELOP will provide opportunities for students to engage in youth voice and leadership. Student input is critical to program design including students identified as English Learners and Students with Disabilities (SWD).

Planning of the educational enrichment activities will consist of compiling and reviewing student and school data that will be used to inform and drive the selection of educational enrichment activities. Soliciting student input is essential to the success and participation of the ELOP. In addition to initial surveys, students will be surveyed throughout the year to engage and give students a formal voice in the development and impact of program practices, curricula, policies, and student leadership ELOP.

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.

ICEF's Embrace the Mind (ETM) Program is threefold: to offer education on the science behind mental health, to reduce stigma associated with mental illness, and to equip students, teachers, and families with tools to build mental wellness including Yoga/mindfulness; mentorship groups, social skills groups, and visual arts/wellness activities.

To address the mental health, social and emotional well-being of students IVPES will continue to implement the ICEF Embrace the Mind (ETM) Program, a school based mental

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health initiative that is designed for predominantly African American and Latinx communities.

The ELOP will provide opportunities for students to engage in healthy choices and behaviors by incorporating physical fitness/activities, sports, and social-emotional learning activities into the daily programming. These activities will be structured and will teach specific skills that students can develop throughout the year. Activities will be rotated so that students will be exposed to a variety of options.

Students will have access to breakfast, lunch, snacks, and supper, that conform to the nutritional standards of the United States Department of Agriculture (USDA) free and reduced lunch guidelines for nutrition and portions and ICEF Food and nutrition policies.

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.

IVPES's leadership team and educators collaborate regularly to ensure that programs are accessible to all students and that all students are successful. The ELOP will promote cultural and linguistic diversity by providing opportunities for all students to experience diversity, access, and equity, through a variety of activities including but not limited to guest speakers, cultural events, arts programming, and field trips.

Access to the ELOP is essential to meet the needs of Students with Disabilities (SWD), and English Learners, that could limit their participation. The Special Education Department will communicate, collaborate and train ELOP staff and vendor service providers to ensure appropriate supports for Students with Disabilities (SWD) through accommodations and/or modifications as they relate to the student's IEP are met.

To increase services for English Learners; educators will participate in extensive professional learning with Ensemble Learning, leadership development program, Learning While Leading, focuses on developing principals and school leadership teams as they tackle the challenge of serving Learners English. The work will focus on increasing the strength of the team, instructional expertise related to English Learners, using data to inform instruction and design a plan for student achievement and school culture, and ongoing continuous improvement.

ELOP funding will be used to expand our ASES program to serve additional students and meet ELOP requirements. IVPES staff will communicate with families; and conduct additional outreach to low-income families (including homeless and foster youth), that may benefit from having their child in the ELOP. Communication made to parents will be available and translated to Spanish when 15% of the students enrolled speak a language

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other than English. Ongoing communication with parents is vital to ensure student participation, engagement, and success of our program.

7—Quality Staff

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

We believe that the quality of staff is the most significant factor in the establishment of a quality ELOP. Our goal is to recruit, develop, and retain a strong team of effective staff who believe in the ICEF mission, the potential in each of our students, and are committed to their success. Staff will engage in a rigorous interview process in which they will have the opportunity to demonstrate their knowledge of child development, best practices for managing behavior, academics/enrichment, equity, and growth mindset. We will work to ensure that all staff hired to engage with our students reflects our ICEF Core Values and beliefs.

ICEF Public School's Human Resources Director has developed a comprehensive staff recruitment plan for the ELOP to address staffing needs across all ICEF Public Schools. The school's principal and ICEF Public School's After School Coordinator will communicate with the Human Resources Director to ensure positions are filled with quality staff.

8—Clear Vision, Mission, and Purpose

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

IVPES's ELOP will provide a safe place for students to remain engaged in learning experiences that extend beyond the regular school day. The ELOP will provide enriched learning activities that support growth in all core academic areas; create experiences that build leadership, citizenship, and service; and create space where students can develop skills and strategies to support their mental wellbeing. The ELOP will enhance students' physical, emotional, academic, and social development through meaningful and purposeful activities built around education, family, and community.

IVPES is an educational community where all stakeholders are valued and respected. We seek to foster the growth of the whole child through collaborative instructional practices, 21st Century learning experiences, and by empowering our scholars with positive character development.

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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.

IVPES has developed collaborative partnerships with the following entities to administer and/or implement the ELOP program:

- Arc Vendor Service Provider
- STEM to the Future
- Peace Players: teaches leadership & teamwork skills through basketball
- Air Tutors (virtual tutoring program specializing in math tutoring in alignment with i-Ready assessments Pali Institute: (Grades. 7-8) teaches leadership skills through outdoor education program; and annual trip to Lake Arrowhead
- Imagine Etiquette
- Boys 2 Men: provides mentorship for boys
- South Central Training Consortium
- The Gabriella Foundation (dance)
- Stoked: provides snowboarding and skateboarding club
- Yogi Melvin: Yoga instructor, mindfulness, meditation
- Chef Trice: cooking classes
- Train of Thought: chess club
- Jr. Honors Society: a subset of the National Honor Society that teaches students academic skills and scholarly habits based on GPA.

IVPES will continue to establish new partnerships to work in collaboration with and support of the school’s ASES, and ELOP program.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

As part of the program’s Continuous Quality Improvement Plan, IVPES will implement components outlined in CDE’s [Guidance for developing and implementing a data-driven quality improvement process for Expanded Learning Programs](#).

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The principal will lead bi-weekly (or as needed) ELOP Leadership meetings with the Assistant Principal, ICEF ELOP Coordinator, Director of Special Education, EL Coordinator, Counselor, Community Schools Coordinator (CRC), and ARC Site Director with the planning and implementation of the ELOP Program. With each vendor service provider, the vendor site director will also participate in bi-weekly meetings. The ELOP Leadership team will identify programmatic needs, staffing, scheduling to ensure effective implementation of the ELOP Program.

IVPES's leadership team will analyze multiple types of student achievement and local data including:

- Fastbridge aReading & aMath assessments
- DIBELS assessment
- SBAC ELA & Math assessments
- CA Science Test (CAST)
- ELPAC (Summative)
- Reclassification rates of ELs
- Panorama Student school climate surveys
- Parent surveys
- Attendance/chronic absenteeism rates
- Participation rate
- Student behavior incidents

The State Board of Education (SBE) has approved Fastbridge assessments as a verified data source. FastBridge combines Computer-Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) for universal screening and progress monitoring and delivers reliable data and insights. FastBridge assessments are used to build and sustain our Multi-tiered System of Support (MTSS) framework that promotes data-based decision-making across core, supplemental and intensive instructional settings to impact learning growth.

Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional

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capacity.

Student achievement data will be used to inform the types and frequency of academic intervention offerings, student groupings and enrichment offerings, with the primary goal of improving student outcomes, and narrowing achievement gaps.

11—Program Management

Describe the plan for program management.

The principal will lead bi-weekly (or as needed) ELOP Leadership meetings with the Assistant Principal, ICEF ELOP Coordinator, Director of Special Education, EL Coordinator, Counselor, Community Schools Coordinator (CRC), and ARC Site Director with the planning and implementation of the ELOP Program. With each vendor service provider, the vendor site director will also participate in bi-weekly meetings. The ELOP Leadership team will identify programmatic needs, staffing, scheduling to ensure effective implementation of the ELOP Program.

Principal: will oversee the ELOP program and is responsible for maintaining budgets and fiscal reporting. The principal will supervise and assign teachers that will provide academic support/enrichment for the ELOP. The principal will be tasked with designing the programmatic schedules, staffing and assignments. The principal will also analyze data with teachers to identify student needs for the program. The principal will lead bi-monthly ELOP leadership meetings.

Assistant Principal: will ensure continuity with the ELOP program and support any major discipline issues that arise, support and lead SEL integration, and monitor attendance/participation.

Director of Special Education: will ensure Students with Disabilities (SWD) are able to participate in the ELOP; and will also provide professional development for staff and ARC program staff to support the learning needs of Students with Disabilities.

EL Coordinator: will ensure English Learners are able to participate in the ELOP; and provide professional development for staff and ARC program staff on strategies to support the learning needs of English Learners.

ICEF ELOP Coordinator: will coordinate partnerships and MOUs and provide the ELOP

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team with updates on ELOP requirements, reporting and enrollment.

Counselor will provide SEL counseling (small group/one-on-one) for students and provide professional development for our staff on strategies to address SEL needs of our students.

Community Schools Coordinator (CRC) is tasked with communicating with families and family outreach to ensure students/families have access to ELOP.

Site Director - Arc: will be tasked with communicating with families regarding the program including hours, and enrollment.

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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.

ELOP funding will be used to expand our ASES program to serve additional students, meet ELOP requirements; and move towards a single program, as one comprehensive and universal Expanded Learning Program. ELOP funds will be used to expand student access to the Expanded Learning Program and increase service offerings in academics, enrichment, and wellness and allow students to participate based on their needs and interests.

Currently, the ASES Program limits the number of students that participate in the afterschool program, based on the funding level. By increasing access to educational and enrichment services, it will enhance our school's mission, vision and goals while providing a safe learning environment with a variety of opportunities that will enrich the lives of our students.

ELO funding will also promote active and engaged learning opportunities for students currently not enrolled in ASES. Our partnerships with community based organizations and agencies will allow for students to gain access to academic support, project-based learning opportunities in STEM, visual and performing arts, cultural awareness, and social-emotional learning.

ELOP Funds will also be used to fund ELOP personnel, ARC provider, including instructional materials/supplies for the afterschool, summer, and intersession ELOP Program.

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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?

The Transitional Kindergarten and Kindergarten program are integrated within IVEA's educational program and are staffed with appropriately credentialed teachers, and support staff during the instructional day. For purposes of the ELOP, TK/K will maintain a pupil-to-staff ratio that will not exceed 10:1. Our staff will serve students in TK/K. Specific training for TK/K staff will be provided through our robust professional learning during summer professional development and as needed throughout the school year. Developmentally appropriate curriculum will be designed and provided for the TK/K program and will include literacy enrichment.

Staff serving TK and Kindergarten students will receive specialized training from our school's Instructional Specialists/Assistant Principal on how to work with younger children and ensuring the curriculum and program is developmentally informed to address this younger age group. We will ensure that training includes creating safe and predictable environments for young children, managing movement, positively and proactively supporting behavior, and engaging students in developmentally appropriate activities.

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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 following are sample schedules which are subject to change:

Instructional Day & After-school ELOP	
7:00am - 7:50am	(Breakfast & Activities)
7:50am - 3:30pm	Instructional Day & Lunch
3:30pm - 6:00pm	After School Program/ELOP (snack/supper)

9-hour Intersession	
7:30am - 8:30am	Morning Care (check-in, breakfast)
8:30am	Program Begins
8:30am - 3:00pm	Academic & Enrichment Activities (lunch/snack)
3:00 - 5:00pm	After Care Activities (supper)

9-hour Summer Program	
7:30am - 8:30am	Morning Care (check-in, breakfast)
8:30am - 12:30pm	Summer Program - led by classroom teachers (lunch)
12:30pm - 5:00pm	Academic & Enrichment Activities (snack & supper)

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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

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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.

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.