



EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

2023-24

Prepared by:
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Romoland School District (RSD)
25900 Leon Rd.
Homeland, CA

Name of Local Educational Agency

and

Expanded Learning Opportunities Program Site(s)

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

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Instructions: Please list the school sites that your LEA selected to operate the

Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

| |
|--------------------------------|
| 1. Boulder Ridge Elementary |
| 2. Harvest Valley Elementary |
| 3. Mesa View Elementary |
| 4. Romoland Elementary |
| 5. Ethan A Chase Middle 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 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/qualstandcqj.asp>.

Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and a 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.

The RSD Expanded Learning Opportunities Program (ELO-P) will be offered on all traditional school sites, providing a safe and supportive environment for students. The program follows the school calendar, operating on regular school days (Monday, Tuesday, Thursday, and Friday), as well as on minimum school days (Wednesdays and designated minimum days specified in the RSD academic school year calendar). This ensures consistency and alignment with the school schedule. The RSD academic school year calendar is available on the RSD [website](#) and at each school site.

Regular School Day Schedule

| School | Sunrise Program | | Explorers Program | |
|---------------------|-----------------|-------------|-------------------|-------------|
| | AM Start Time | AM End Time | PM Start Time | PM End Time |
| Elementary (TK/K) | 6:00 AM | 7:50 AM | 1:50 PM | 6:00 PM |
| Elementary (1-5) | 6:00 AM | 7:50 AM | 2:10 PM | 6:00 PM |
| Middle School (6-8) | 6:00 AM | 8:10 AM | 2:40 PM | 6:00 PM |

Minimum School Day Schedule

| School | Sunrise Program | | Explorers Program | |
|---------------------|-----------------|-------------|-------------------|-------------|
| | AM Start Time | AM End Time | PM Start Time | PM End Time |
| Elementary (TK/K) | 6:00 AM | 7:50 AM | 12:00 PM | 6:00 PM |
| Elementary (1-5) | 6:00 AM | 7:50 AM | 12:10 PM | 6:00 PM |
| Middle School (6-8) | 6:00 AM | 8:10 AM | 12:40 PM | 6:00 PM |

To ensure the safety and well-being of students, the program utilizes ProCare Solutions Information Systems, which grants designated staff members view access to the Aeries Web.

This system maintains an easily accessible list of participants with current emergency contacts and provides information about their health and medical needs. Parents/guardians complete the program application electronically through this system, allowing them to select program opportunities that best suit their needs.

The program places a strong emphasis on health, safety, and behavior procedures, which are clearly communicated to all staff, participants, and families. Families registered in the program receive a parent handbook that outlines these procedures and policies, promoting transparency and understanding.

Program staff members receive professional development before the start of the school year and throughout the year. They undergo training in behavior management, social-emotional learning, student leadership, restorative practices, and developing positive mentoring relationships with students. They also receive training on safety procedures and drills, which are conducted regularly at all program sites. Staff members are provided with an identified list of participants' health and medical needs and receive ongoing safety and health training. Additionally, they are required to complete training on mandated reporting and sexual harassment through Keenan Courses.

The program sites implement practices that foster a positive and inclusive environment. Elementary program sites incorporate Leader In Me practices, aligning program-wide expectations with the school day expectations. Middle school program sites follow PBIS practices (Safe, Respectful, and Responsible). Students learn and practice these expectations daily, with staff providing reinforcement and reteaching as needed. In instances where expectations are not met, interventions are provided in a tiered format based on data and student need, ensuring a personalized and supportive approach.

To ensure easy identification, all staff members wear ID badges, making them easily recognizable to participants, families, and community partners. Staff members uphold high expectations for safety procedures and continuously collaborate with parents and guardians when necessary. A clear procedure is in place for documenting and communicating student-related incidents, promoting transparency and accountability.

In general, the program aims to foster a secure, encouraging, and diverse setting through the incorporation of inclusive and inviting activities, interactive approaches, refreshing breaks, well-organized transitions, and positive conclusions.

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 Expanded Learning Program in Romoland School District is dedicated to providing students with active and engaged learning opportunities that complement and enhance their instructional day. To ensure we meet the needs and preferences of our community, we actively seek student and parent/guardian feedback.

We collect student and parent/guardian data through Google surveys and/or focus groups, where students have the opportunity to select their preferred clubs or activities. This input is gathered through a series of questions focused on enrichment interests and suggested clubs, administered at the beginning of the program planning. This student voice-driven approach ensures that activities align with their interests.

Furthermore, we collaborate with each school principal to incorporate specific activities based on the school's vision. This collaboration helps tailor the Expanded Learning Program to the unique needs and goals of each school.

Our goal is to integrate 21st Century Learning Skills and LIAS principles (Learner-Initiated, Instructor-Assisted) into project-based learning activities. These activities encompass a wide range of subjects, including STEAM (Science, Technology, Engineering, Arts, and Mathematics), sports, art, engineering, coding, and academic support. By offering a variety of activities, we aim to meet the physical, academic, and social needs of our students, providing opportunities for them to explore their interests and discover new ones.

Our staff members undergo continuous training on lessons and activities to ensure they are well-prepared to deliver engaging and effective instruction. Additionally, we encourage the involvement of families, community partners, and other stakeholders in various events throughout the year, which showcase student learning and accomplishments.

By providing active and engaged learning experiences that are tailored to students' interests and needs, we strive to create a program that complements their regular school day, fostering a love for learning and a well-rounded educational experience.

3—Skill Building

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

In the RSD Expanded Learning Program, we are committed to providing students with opportunities to develop and enhance their skills through enriching experiences. Our activities and projects are designed to align with students' interests while also exposing them to the wider world.

We offer a range of activities that focus on developing learning, literacy, and life skills. These activities are designed to relate to our students' lives and future aspirations. As part of this process, we introduce students to different careers that utilize these skills, helping them understand the possibilities for their own future paths.

To enrich the learning experience, we seek to involve community partners who bring real-world perspectives and insights. Their involvement not only expands students' understanding of career options but also nurtures their sense of personal and social responsibility.

In terms of clubs, we collaborate with students, parents, and school personnel to select the clubs that will be offered. These clubs operate over a period of weeks, allowing students to learn and develop new skills in areas such as cooking, sports, engineering, and DIY (Do it Yourself). As the

clubs are driven by student interests, participants build self-confidence through their newly acquired skill set. They also gain valuable experience in problem-solving, perseverance, and teamwork as they communicate and collaborate with their peers.

By providing these skill-building opportunities, we aim to empower students with a diverse range of abilities and equip them with essential skills for success in various aspects of their lives.

4—Youth Voice and Leadership

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

In our program, we strongly believe in the power of student input and youth leadership. Our staff is dedicated to continuously seeking student feedback to improve the program and promote positive relationships. To facilitate youth voice and leadership, our staff receives training on effective strategies.

At the beginning of the ELOP planning, we administer a series of questions to gather student input on enrichment interests and suggested clubs. Staff members actively encourage and engage students to share their perspectives and participate in leadership roles. In fact, students have the opportunity to partner with staff in creating lesson plans and even teaching lessons themselves.

To ensure ongoing student leadership, we have established ELO-Program Leadership teams, comprising Program Administration, Program Liaison, Program Leads, and Activity Leads. These teams meet monthly to collaborate on matters related to student leadership and program enhancement.

We also provide students with daily jobs that contribute to the operational components of the ELO-Program. Site student leadership teams actively identify student jobs that may be needed and integrate them into the daily program operations.

Through these initiatives, we empower students to have a meaningful impact on the program, develop leadership skills, and take ownership of their learning experiences. We value their contributions and recognize the importance of their voices in shaping a successful and engaging program.

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.

In our program, we prioritize the health and well-being of our students. To support their overall health, a nutritious snack or supper is provided daily. Throughout the program, students are encouraged and reminded to stay hydrated, eat healthy, and engage in physical activity.

To ensure dietary needs are met, a monthly menu is created and shared with families. Our nutrition staff is fully informed about any dietary restrictions or allergies of participating students.

All meals served follow the California Nutritional Guidelines and are prepared by the dedicated Nutritional Services department of Romoland School District.

We believe in empowering students to make healthy choices in all aspects of their lives, including nutrition, exercise, and academic performance. They will have access to a variety of daily opportunities for physical activities, allowing them to engage in structured skill-building enrichments and enjoy recess/playtime. These physical activities promote teamwork, positive interactions, leadership skills, and self-confidence.

Furthermore, we collaborate with the City of Menifee's Parks and Recreation department through their Healthy Menifee Program. This partnership enables us to provide weekly/monthly exhibitions that promote a healthy lifestyle, aligning with our mission to prioritize the overall well-being of our students.

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.

We are committed to actively recruiting staff and community partners who reflect the diverse makeup of our student body and understand the unique needs of all participants. Our program staff includes individuals with backgrounds similar to those of our students, fostering a sense of relatability and understanding. They undergo comprehensive training on diversity, access, equity, and sensitivity, equipping them with the knowledge and skills to create an inclusive environment. Our staff also adapt activities to accommodate the diverse physical and developmental abilities of all participants, ensuring that everyone can fully engage and participate.

In line with our commitment to celebrating diversity, the program seeks activities that represent different cultures. We believe in honoring and embracing the rich heritage of our students, and we do so by infusing culturally rich experiences into our programming. Students are exposed to cultures and heritages different from their own through club activities, projects, presentations, and performances. We also highlight significant cultural events such as National Hispanic Heritage Month, Black History Month, and Women's History Month, providing opportunities for students to deepen their awareness and appreciation of history, backgrounds, and cultures.

To ensure effective communication, all program updates and information are translated into Spanish, accommodating our Spanish-speaking population. We recognize the importance of providing equitable access to information and strive to make our program inclusive and accessible to all members of our community.

7—Quality Staff

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

To provide students with opportunities to engage with quality staff, our program follows a meticulous staff recruitment process through the Romoland School District Human Resources job posting service. We utilize EdJoin.org, an online application platform, to post positions for the

Expanded Learning Program. All staff members hired by the district meet the job requirements for an instructional aide position, ensuring their competence and suitability for the role.

Within the Expanded Learning department, we have a dedicated team consisting of an administrator, a program liaison, site leads, and activity leaders. Each school in our program has a designated site lead and activity leaders who work directly with the students.

To ensure ongoing professional development and effective communication, our site leads attend weekly meetings. These meetings serve as a platform to introduce new program goals, provide curriculum training, and share valuable resources. Site leads then disseminate this information during staff meetings at their respective school sites, ensuring that all team members are well-informed and aligned with program objectives.

By prioritizing the recruitment and training of our staff, we create an environment where students can engage with qualified and dedicated professionals. This commitment to quality staff contributes to a positive and enriching experience for our students, fostering their growth and learning.

8—Clear Vision, Mission, and Purpose

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

Our mission is to inspire learning, exploration, and imagination through engaging and enriching activities. We aim to expose students to the broader world, providing them with experiences that ignite their interests and help them discover their passions.

The purpose of the program is twofold. First, we strive to meet the diverse needs of all students, ensuring that our activities foster students' individual interests and aspirations. Second, we aim to provide unique learning experiences that prepare students for college and career success.

To ensure clarity and understanding, we strive to effectively communicate our vision and mission to all stakeholders involved in the program. Participants are informed of their roles and responsibilities in achieving these goals.

We are committed to continuous improvement and progress monitoring. We actively seek input from all stakeholders, including students, parents, and staff, to make necessary enhancements and ensure the program's effectiveness in fulfilling its vision and mission.

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.

The RSD Expanded Learning program collaborates with various local educational partners. These include but are not limited to:

1. City of Menifee's Parks & Recreation Department - Healthy Menifee Program: This partnership allows the program to offer activities and resources that promote a healthy lifestyle. The Healthy

Menifee Program provides opportunities for students to engage in physical activities, learn about nutrition, and develop healthy habits.

2. Riverside County Office of Education (RCOE): The program works in partnership with RCOE to ensure that program expectations align with quality standards. RCOE provides guidance, support, and resources to enhance the program's effectiveness and compliance with educational standards.

3. Local libraries and organizations: Collaborating with local libraries and organizations expands the program's access to resources and learning opportunities. Students can benefit from library resources, workshops, and events that support their academic growth and exploration of new interests.

4. SCRAP Gallery: Collaborating with SCRAP Gallery provides students with creative and artistic experiences. SCRAP Gallery offers workshops and projects that encourage students to explore their creativity, learn about sustainability, and repurpose materials for art and design.

5. FEV Tutoring: The program partners with FEV Tutoring to provide additional academic support to students. FEV Tutoring offers personalized tutoring services, helping students strengthen their skills in specific subjects and improve their academic performance.

Through these collaborative partnerships, the Expanded Learning program enriches students' experiences, expands their learning opportunities, and strengthens their overall development.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Romoland School District Expanded Learning program has a comprehensive Continuous Quality Improvement plan in place to ensure ongoing assessment, monitoring, and improvement of program effectiveness. This plan involves the following key components:

1. Progress Monitoring: The program regularly monitors and tracks the progress and outcomes of various program components, including student engagement, academic support, skill-building activities, and overall program performance. Data is collected through various methods such as observations, evaluations, surveys, and feedback from stakeholders.

2. Educational Partner Input: The program actively seeks input and feedback from all educational partners, including students, parents, staff, and community partners. This input is gathered through surveys, focus groups, meetings, and other means of communication. The program values the perspectives and insights of stakeholders and uses this information to inform decision-making and program improvements.

3. Data Analysis: The program collects and analyzes both quantitative and qualitative data to assess program effectiveness and identify areas for improvement. This includes analyzing attendance, participation rates, stakeholder feedback, and other relevant data points. Data analysis helps in identifying strengths, weaknesses, trends, and areas in need of attention or enhancement.

4. Action Planning: Based on the findings from progress monitoring and stakeholder input, the program develops action plans to address areas for improvement. These action plans outline specific strategies, goals, and timelines for implementing changes or enhancements to the program. The plans are designed to align with the program's mission, vision, and goals.

5. Implementation of Changes: The program implements the identified changes or enhancements as outlined in the action plans. This may involve revising program activities, modifying instructional approaches, adjusting staff training and support, or making other necessary adjustments. The program ensures that changes are implemented effectively and that staff are adequately trained and supported in implementing the improvements.

6. Evaluation and Reflection: The program conducts regular evaluations to assess the impact of the implemented changes and improvements. This includes collecting feedback from stakeholders, analyzing data, and reflecting on the outcomes achieved. Evaluation findings are used to inform further refinements and adjustments as part of the continuous improvement process.

By continuously monitoring progress, seeking stakeholder input, analyzing data, implementing changes, and evaluating outcomes, the Expanded Learning program ensures a continuous cycle of quality improvement. This process enables the program to adapt and evolve over time, ensuring that it effectively meets the needs of students, families, and the community.

11—Program Management

Describe the plan for program management.

The program management of the Expanded Learning program involves effective planning, coordination, and oversight to ensure the smooth operation and success of the program. The following components outline the plan for program management:

District Collaboration: The Expanded Learning program emphasizes collaboration with the schools in the district to ensure alignment with school goals, district goals, and initiatives. This collaboration involves regular communication and coordination with district administrators, school principals, and other district personnel to establish shared objectives and ensure the program complements the overall educational framework.

Coordinator of Alternate Programs: The program works closely with the Coordinator of Alternate Programs, who oversees the Expanded Learning program. This collaboration allows for alignment and coordination between the program, ensuring a cohesive and integrated approach to supporting students' academic and personal growth.

Expanded Learning Program Liaison: The program has a dedicated liaison who serves as the primary point of contact between the program and the Coordinator of Alternate Programs. The liaison facilitates communication, coordination, and collaboration between the program and coordinator, staff, and stakeholders. They ensure that program activities align with district goals and policies, and they provide support and guidance to program staff.

Expanded Learning Program Site Leads: Site leads play a vital role in the management and implementation of the program at each school site. They are responsible for overseeing the day-to-day operations, coordinating program activities, and ensuring the effective delivery of services. Site leads collaborate with the program liaison, coordinator, and other stakeholders to align program goals with site-specific needs and expectations.

Expanded Learning Program Activity Leaders: Activity leaders are responsible for planning and facilitating specific activities within the program. They bring expertise and passion in areas such as sports, arts, STEM, and other enrichment domains. Activity Leaders collaborate with site leads and program staff to design engaging and age-appropriate activities that align with program objectives and cater to the interests and needs of the students.

Through district collaboration and effective management by the Coordinator of Alternate Programs, Program Liaison, Site Leads, and Activity Leaders, the Expanded Learning program ensures a coordinated and impactful implementation that supports students' academic, social, and personal development.

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.

Romoland School District implements the ASES grant at Romoland Elementary and Harvest Valley Elementary, along with the ELO-Program at the other traditional schools in the district. The ELO-P funding complements the ASES program, ensuring the delivery of a high-quality expanded learning program across all schools in the district. Emphasizing adherence to the 11 Quality Standards for Expanded Learning, the program focuses on establishing clear program goals, recruiting qualified staff, creating a safe and engaging environment, fostering partnerships, engaging families and the community, continuously evaluating and improving programs, prioritizing health and safety, providing personalized support, offering academic enrichment, and making data-driven decisions. By implementing these measures, the program ensures that all students in the district have access to exceptional expanded learning experiences. With the combination of ASES and ELO-P, there are after school program spots at no cost to families available for students at all traditional schools in the district.

Transitional Kindergarten (TK) 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 RSD Expanded Learning program maintains a 10:1 student to staff ratio for TK and kindergarten students, ensuring proper supervision. These students have modified schedules, including early arrival, access to an early snack, additional playtime, and extra adult supervision. The program provides professional learning on early childhood development in collaboration with the Director of Early Childhood Education. The curriculum is developmentally-informed, focusing on age-appropriate activities, play-based learning, individualized instruction, and social-emotional development. The program strives to create a safe and nurturing environment for TK and kindergarten students, supporting their growth and providing a positive experience.

| 9 hour ELO-P Schedule (Elementary School- TK/K) | | |
|--|--------------------|--|
| Time | Block | Description |
| 6:00 am - 7:50 am | SUNRISE Program | Check in Breakfast Enrichments |
| 7:50 am - 1:50 pm | Regular School Day | |
| 1:50 pm - 6:00 pm | Explorers Program | Check in Snack Recess/Class meeting/clubs Supper Enrichment Activity Snack Educational Enrichment Activity |

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.

| 9 hour ELO-P Schedule (Elementary School) | | |
|--|--------------------|---|
| Time | Block | Description |
| 6:00 am - 7:50 am | SUNRISE Program | Check in Breakfast Enrichments |
| 7:50 am - 2:10 pm | Regular School Day | |
| 2:10 pm - 6:00 pm | Explorers Program | Check in Supper Enrichment Snack Academic hour Dismissal |

| Intersession Day- Camp Day Schedule (Elementary School) | | |
|--|-------------------------|--|
| Time | Block | Description |
| 7:00 - 8:30 | Check In | Breakfast & Recess |
| 8:30 - 9:00 | Groups Breakouts | |
| 9:00 - 10:00 | Club Rotation | Club enrichment group activities: STEM, Arts, Cooking, Physical Activity |
| 10:00 - 11:00 | Club Rotation | Club enrichment group activities: STEM, Arts, Cooking, Physical Activity |
| 11:00 - 12:00 | Lunch | Lunch & Recess |
| 12:00 - 1:00 | Club Rotation | Club enrichment group activities: STEM, Arts, Cooking, Physical Activity |
| 1:00 - 2:00 | Club Rotation | Club enrichment group activities: STEM, Arts, Cooking, Physical Activity |
| 2:00 - 3:00 | Snack | Snack & Recess |
| 3:00 - 4:00 | Club Rotation | Club enrichment group activities: STEM, Arts, Cooking, Physical Activity |
| 4:00 - 4:30 | Check Out | |

Below are additional legal requirements for the ELO-P. This 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 nonschool 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):

[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 was 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 fee 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.