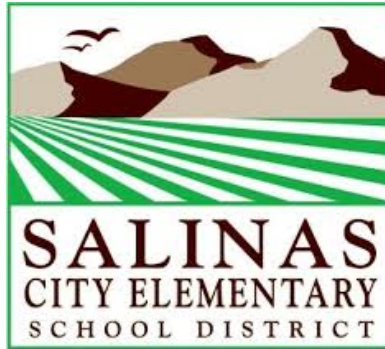
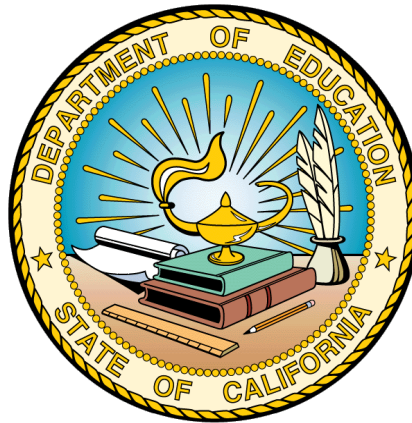


# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:  
Salinas City Elementary School District



California Department of Education  
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916-319-0923



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

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

## Local Educational Agency (LEA) Name: Salinas City 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).

1. Boronda Meadows
2. Dual Immersion Academy of Salinas (DIAS)
3. El Gabilan
4. Kammann
5. Laurel Wood
6. Lincoln
7. Loma Vista
8. Los padres
9. Mission Park
10. Monterey Park
11. Natividad
12. Roosevelt
13. Salinas City Virtual Academy
14. Sherwood
15. University Park

## 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 during 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])

## **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 is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community 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 (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). It 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>.*

### **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.*

Each site updates its California School Safety Plan Annually. Each school member receives annual safety training.

Safety Training will include Earthquake, Active Shooter, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Shelter in Place, Severe Weather, and Fire. Training will provide important emergency contact information, Child Protective Services, Sheriff / Police, and Maintenance and Operations.

The support staff is required to be CPR, and First Aid certified. Each site will have at least two staff members trained in using an EpiPen.

All staff members will also participate in annual child safety training, including Mandated Reporter Training. Additional training will include classroom management and social-emotional learning (SEL), including anti-bullying practices.

Any current or urgent safety incidents will be addressed immediately through the district chain of command. The district administrator will then address the site's after school leads, support staff, students, and families. Notifications will be made by phone, email, text, or site visit. Information will also include classroom management and SEL. After school management, Teachers in charge, Site directors, and/or Site assistants will frequently meet with their site administration to review safety, classroom management/school policies, and student concerns/priorities. After school site managers and support staff will meet as needed with their school Health Tech to address student health issues within the extended learning program. All sites will meet with their staff as needed to stay informed with site-specific safety information, including student health updates, emergency phone numbers, safety reviews, drill planning, classroom management, and SEL activities.

All sites will have District Emergency handbooks and School Site Evacuation maps. Staff members have access to an emergency backpack. After school site managers will have backpacks that contain emergency information and student rosters for after school. After School site managers will work with their site administration to arrange practices aligning with daytime drills and coordinate important safety logistics with extended learning staff and students.

Providing a safe physical environment for students will also include facility improvements as needed. Existing workspaces may be updated to improve workflow, provide storage, collaborative workspaces, seating, add lighting or other changes to meet the needs of the program. Security cameras or other safety technology may be added or updated if needed to ensure the safe egress of students.

While programs vary in structure, all staff will be trained to provide a safe and welcoming classroom for all students using PBIS programs and involve our PBIS coach in aligning our after school programs with the academic day. Staff will also be trained in restorative practices. Staff will be trained to establish classroom routines, classroom agreements, clear expectations, and appropriate interventions. Additional means of student/group communication will be used as needed. For example, weekly meetings or check-ins. Parents will be kept informed of the program expectations through ParentSquare. Check-ins, newsletters, and phone calls will also be used.

Parent Engagement will also be used to provide a safe environment for students by inviting parents to attend performances or other culminating or information events at the beginning or end of programs. Parents will also be invited to chaperone on field trips or attend sporting events as space allows. When parents are attending in a capacity to

chaperon students and meals are provided to students, parents will also be offered a meal. For example, on a 9 hour field trip day a chaperon will be offered breakfast, lunch, snack, and dinner similar to the students to ensure a sense of community and inclusion for all participants and build the school community connection.

Off campus opportunities like field trips or sports create a special situation for safety. To ensure students can identify staff easily in places like museums or theaters staff and students may be provided uniforms or items that identify them as being part of the Salinas City Elementary School District.

The programs will provide consistent Physical Education. Students will have the opportunity to play every day in structured, inclusive games and programs. Students are given a choice in selecting inclusive games that teach motor skills as well as skills needed to resolve playground conflicts. Students also have the opportunity to participate in sports leagues, dancing, yoga, theater, and other programs.

Each site will continue to implement Positive Behavioral Interventions and Supports (PBIS). PBIS is an evidence-based three-tiered framework to improve and integrate all data, systems, and practices affecting student outcomes every day.

Additionally, the expectation is that all students, including Special Education students and Emergent Bilingual students, are invited to participate in the program. Staff will work to minimize habitual absences, late arrivals, or early dismissals so that students don't miss out on the core components of the program.

Transportation will be provided to host school sites from other schools to allow students and chaperones (when applicable) a safe and reliable way to get to ELO-P events and activities. Transportation will also be provided from a host site to field trip locations for all participants.

## **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.*

Our programs are designed to support students in practicing, refining, and building upon the skills they learn during the instructional day.

Each site will have administrators overseeing various components of the programs.

Homework/academic time will be available for all students. Individual sites and the District will offer strategic intervention/tutoring after school in English Language Arts and Mathematics. Unduplicated students will have priority enrollment to participate in these programs.

Our extended learning programs will allow students to explore new interests, improve personal passions, and acquire skills that will allow them to be college and career ready. Our programs provide enrichment in sports, STEAM (Science-Technology-Engineering-Arts-Mathematics), project-based learning, leadership opportunities, field trips, and outdoor learning.

Our programs and enrichment opportunities provide a safe place for students to learn and grow while getting assistance from caring role models and exploring new topics and ideas. In SCESD Extended Learning programs, our students build self confidence by participating in the following hands on, project-based activities:

- Computer Science - With partnerships with outside agencies, students participate in programs where they learn programming to become inventors and builders utilizing different technologies and tools. Students learn how to code, develop websites, web apps, games, and more. In addition, these offerings allow students to understand and be able to work with the technology around them. Our coding programs will support student skills in communication, creativity, and critical thinking, as well as building upon math and writing.
- Science - Our programs use Next Generation Science Standards (NGSS) aligned materials. Lessons will contain components such as discussion questions, supplemental reading, and hands-on activities. In addition, inquiry, problem-based learning, and science exploration will be supported and embedded.
- Social-Emotional Learning - Currently, our programs use a variety of SEL curricula to support students' understanding of how much and why they matter to themselves, the community, and the world. We align our SEL Curriculum to the Collaborative for Academics and Social-Emotional (CASEL) framework and the core day curriculum to enhance our students' communication, connection, and community inside and outside of the classroom setting- helping to develop our students into compassionate and caring adults. The Extended Learning programs focus on building teamwork, friendships, and positive communication.
- STEAM - Utilizing a variety of lessons and activities, students learn more about Science, Technology, Engineering, Art, and Math. Guest speakers are invited to share information about schooling and careers in STEAM fields, with a particular focus on those with backgrounds mirroring our students.
- Reading Programs- Our extended learning programs will pilot/adopt a reading program like Lit League or Reading with Relevance. Evidence-based program/s that guide students and educators through the process of reading culturally relevant, socially and emotionally rich literature. The curriculum brings high-interest diverse books into a series of thoughtful lesson plans. Exploring the

social and emotional themes of the day's reading students will be inspired to read deeply, think critically, talk openly, and write reflectively about topics that matter.

- Physical Education - Students participate in daily outdoor physical games and sports provided by SCESD staff or our partner agencies. Students develop friendships, conflict resolution skills, and leadership skills in a positive and safe place to play. All sites participate in programs that incorporate the fundamentals of team sports with life skills enrichment. These programs benefit students by focusing on developing athletic skill as well as playing on teams, learning, and having fun.
- Field Trips- Students will have opportunities to participate in field trips at least two a year in the after school program, Saturday programs, intersession, or summer that complement the enrichment opportunities provided in our Extended Learning Programs and support students in building schema to enhance their learning in the classroom.
- Tutoring programs will be established. Students will receive tutoring services in various subject areas that will be provided by credentialed teachers, para professionals, and vendors. Tutoring may be on-demand, 1:1, or small groups. Tutors will work in close collaboration with SCESD community members to ensure their live tutoring program successfully aligns with our core standards, curriculum, initiatives, and student needs. Using data, research, and a proven method of program design, a tutoring program will be developed that operates as natural support of school day learning.

Each site will have the opportunity to participate in a collaborative community member meeting to identify the tutoring needs of their sites. Staff will receive ongoing training in areas like foundational reading skills, literature circles, classroom management, and effective supervision to ensure the tutoring component is successful and aligned with the school day practices and teaching strategies. Outside agencies may be hired to provide these trainings to staff.

Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. Digital literacy programs will be considered if school sites have identified this as a need and aligned with the enrichment cycle offerings (see Quality Standard #4). Digital literacy can include coding, creating podcasts, and website development. The use of these technology-based programs will enhance students' digital literacy competencies and improve skills for the learner.



### **3—Skill Building**

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

By offering educational literacy and enrichment activities aligned to the regular school day, extended learning will improve student academic achievement and overall success. This may be measured through our district assessments or other assessment resources purchased by Extended Learning.

All after school programs will provide time for homework support and completion. Students work individually, in partners, or in groups to complete the homework given to them by their regular classroom teacher. If a student is having difficulty with the homework, the after school staff will communicate with the child's regular education teacher.

Academic intervention will be provided by credentialed teachers and/or tutoring companies such as JIM Enterprises or other tutoring services. Credentialed teachers or tutoring companies will be hired to provide support during the after school time to meet with these students individually, in small groups, or as a whole class to address these needs. The instruction during intervention will be highly targeted towards the skills students need to be successful during the core day, as identified through ongoing assessments.

Students in the ELO-P will use computer-based learning programs that are aligned to their instructional day. In the ELO-P, they will continue with the goals as established by their teacher or school administrator for these programs. Classroom teachers regularly review student progress and adjust goals as needed.

School administration and teachers will monitor the effectiveness of the educational literacy components through data, make recommendations for program improvement, and provide effective feedback.

Educational enrichment will be met in a variety of ways. Students will engage in PBL activities that support and extend the current curriculum in the student's classroom. Students will use computers to research, practice keyboarding, and extend their learning.

Enrichment Activities such as art, dance, cooking, scrapbooking, theater, music, sports, photography, and others will be provided to allow students to have experiences in a variety of personal interests. Students will be encouraged to learn more about Science and STEAM as well as possible careers related to STEAM subjects. Theater Arts provide students with on stage experience to develop performance skills. Students will not only learn singing and dancing techniques, but they will also gain self confidence

and public speaking skills. Thematic projects will allow students to experience grade level curricula at advanced levels.

Educational enrichment programs will be designed to increase college and career readiness skills, provide opportunities for authentic learning, and build upon the social emotional needs of the students, all of which build upon and impact the learning that is taking place during the core day. Our physical fitness and health programs will promote student interest and engagement in school which may promote student attendance during the core day.

We recognize the importance of fostering social-emotional skills alongside academic ones. That's why we integrate Social Emotional Learning (SEL) lessons seamlessly into our STEAM curriculum. These lessons empower students with essential skills such as communication, empathy, and self awareness. By combining skill building activities with SEL components, our program holistically nurtures students, preparing them for success both academically and in their personal development.

Field trips and assemblies on Saturdays, during intersessions, summer, and after school will be used to expand students' experience and their perceptions of the world around them. The main goals of these trips are to build student skills and help expand their vision of what they can become. These trips will help to enhance their engagement in academic work by building their schema. Some examples may include a wildlife assembly followed by a nature hike field study, or ice skating followed by experiments related to ice, or possibly visiting museums, theaters, or companies to broaden their vision of what they can choose to become. Meals and snacks will be provided for students and chaperones to encourage community building, eliminate barriers to participation and encourage participation in our programming.

Site and district administrators, teachers, support personnel, ELO-P staff, and parents will assess the school and community needs on an ongoing basis. Parents will be involved through site parent meetings conducted by the school administration. In addition, School Site Councils and English Learner Advisory Committees will provide student and program input. All school sites engage in annual stakeholder meetings as part of the Continuous Quality Improvement process to assess the program and identify areas of need. An end-of-year survey is given to all stakeholders, and feedback from the surveys is used to guide the planning of the program each year.

Results from assessments, stakeholders, and observations, have identified the following as key focus areas:

- Provide a safe and supportive environment
- Build leadership and youth voice
- Development of College and Career Ready learning skills
- English Language Development

- Reading and Math Skills support

#### **4—Youth Voice and Leadership**

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

Student input is critical to program design. The SCESD ELO-P seeks to build youth voice and leadership in a variety of ways. Students will participate in class meetings and provide feedback through annual surveys. Upper-grade students will have opportunities to develop leadership skills by being role models, mentors, and tutoring our younger students through projects, games, tutoring, and other activities.

All students will develop leadership by being involved in establishing their group routines and norms and being offered opportunities to have roles and responsibilities in the groups, such as helping to serve meals, gardening, managing supplies, or other age-appropriate activities. Student feedback will also be gathered via surveys and focus groups and will be used to determine enrichment program selection and after school activities.

Students will participate in class meetings or circles regularly and provide feedback. During circles, students have the opportunity to reflect upon and evaluate the program. They will offer suggestions on improving the program and activities that are of interest to them. Students will also participate in a program survey that is conducted twice each school year. This survey provides feedback on what activities are successful, which may need to be adjusted, and what may need to be added. During the core day, student leadership groups will meet regularly and give feedback on school programs, including the extended learning program.

Through class meetings, supervisor check-ins, and communication with parents, younger students will be able to express their interests. During sports activities, students will be allowed to choose outdoor games that are of interest to them and their friends. After completing the whole-group activities, younger students will be able to select from a variety of high-interest supplemental activities, such as drawing, reading, crafts, and STEAM projects. Student Interest Survey results will be used in developing activities and choices that are of interest to the child.

Additionally, we focus on building community and creating an atmosphere of inclusivity by implementing curriculum activities specially-designed to enhance students' leadership skills, covering topics such as effective communication, problem-solving, teamwork, and decision-making. By participating in these activities, students gain valuable skills that empower them to take on leadership roles within the program and beyond.

Furthermore, we provide platforms for students to showcase their work and ideas, including open house events, presentations, or competitions where students can demonstrate their STEAM projects or share their insights on social-emotional learning topics. These opportunities not only promote youth voice but also encourage students to take pride in their achievements and develop confidence in their abilities.

## **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.*

- **Social Emotional Well Being**

To support the mental health of students, resources and social-emotional learning signature practices will be offered daily to ensure the well being of students is a primary focus of our ELO programs. Please reference the Social-Emotional support below.

- **Restorative Practices (RP)**

All sites will implement Restorative Practices (RP) using coordinators, school counselor/psychologist, and community providers will lead RP supports or consultations needed on campus. These RP supports may include 1:1 student mentoring, student circles, and class community building. The Extended Learning program will leverage SCESD support services such as our PBIS coach and Special Education department BCBA's and others to ensure support is put in place for staff professional development.

### **Social-Emotional Learning (SEL) Signature Practices**

SEL signature practices will be embedded in all components of the ELO program. These practices include welcoming rituals, engaging communication, and optimistic closures. As this will be the focus of our foundational staff practices, staff will be trained to embed these SEL signature practices throughout the entirety of the program.

#### **Meals for Success**

Meals play a critical role in student health, well-being and academic success. Breakfast, lunch, and dinner will be available for all participating students at no cost. Nutrition components for the program will be monitored to comply with USDA and State guidelines.

#### **Rallies**

At least monthly sites have rallies to honor students and engage the students in positively recognizing each other, building a sense of community and safety for all students.

### **PBIS Rewards**

All sites use some form of positive behavior support like PBIS rewards. Students are acknowledged for following the school's core norms/values.

PBIS Rewards is used throughout the day to recognize and give students specific compliments and give them points that can be redeemed in the school's student store. Extended Learning will support these stores by providing prizes for the school stores. It reminds coaches and instructors to be preventative, positive, and acknowledge what our students are doing well.

## **6—Diversity, Access, and Equity**

*Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity.*

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

The ELO-P serves a diverse student population. ELO-P staff will be reflective of the student population, and an effort will be made so that most staff are bilingual. Program materials and publications will reflect diversity and will be appropriately translated.

All cultures are welcome and encouraged to share their holidays, foods, and traditions so students can learn from each other. The arts curriculum presents art projects from multiple cultures.

All students will be eligible to join the ELO-P based on parent choice. Priority enrollment is given to Homeless, Foster, Migrant Ed, Emergent Bilingual, and Unduplicated students. By working with our district Foster/Homeless Student Liaison and Migrant Ed Liaison, as well as school staff, we can reach students and families that could benefit from the ELO-P program.

ELO-P will validate and work with all students who receive intensive support during the school day and collaborate with program specialists and caseworkers to ensure students are supported. Program staff will work with health services to ensure students' medical, health, and food allergies are not barriers to participation in the program. Through PBIS and restorative practices, and our multi-tiered approach, students with emotional and social issues will also be supported.

Many ELO-P students are English Learners. English Learners have access to bilingual staff when possible. English Learners' needs are met by providing scaffolding and language development opportunities.

In our program's use of restorative practices and PBIS, students are taught how to solve conflicts, respect differences, build peace, and be inclusive of others. This supports our community in having the tools and language to remove barriers and support our English Learners.

Programs are intentionally designed so all students have opportunities to experience a curriculum that reflects a broad range of perspectives. In the STEAM curriculum, we incorporate projects and activities that draw on diverse cultural influences, fostering an appreciation for different ways of thinking and problem-solving.

Social-Emotional Learning lessons are woven into the fabric of our program, promoting empathy, understanding, and positive social interactions. These lessons include discussions and activities that celebrate diversity and encourage students to recognize and appreciate each other's unique qualities. By integrating SEL into our curriculum, we create an environment that values emotional intelligence and supports the social well-being of all participants. Also, our STEAM approach avoids specific holidays or celebrations to ensure inclusivity and respect for diverse perspectives.

## **7—Quality Staff**

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

EC Sections 8483.4 and 46120 (b)(2)(D):

*The administrator of every program established under 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. Our school site staff will have priority for positions available in all our ELO-P programs, including with external vendors. Selection of the program site supervisors shall be subject to the approval of the Director of Expanded Learning programs. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of 20 to 1, and 10 to 1 for TK-K students. 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.*

The SCESD Human Resources department recruits and hires new program staff. The Human Resources department ensures that staff meet the minimum requirements for employment.

The minimum requirements are:

Paraeducators 1

- AA degree or above;

- High School Diploma or G.E.D. and 48 units of college.
- High School or G.E.D. and pass an instructional aide test provided
- by Salinas City Elementary School District. Teachers
- Hold a California Current Teaching Credential

The Human Resources department ensures that staff meet the minimum requirements for employment and have interests and passions that would benefit the students of the program.

The SCESD Human Resources department advertises open program positions through Edjoin, Community Job Fairs, during parent meetings, and school district messaging systems.

The District will provide at least 2 days of professional development for all district staff. One day of training will occur before school begins in August. Training will cover general topics. Training will be offered during the first trimester. This training focuses on improving the delivery of implemented and planned programs. Training may occur in staff meetings, PD days, or offsite training with partner agencies. Outside agencies may be engaged to provide training to staff. A meal or a snack may be provided for participants to maximize the amount of time available for the training.

Certificated, classified staff, partner agencies staff and site Teachers in Charge will have the opportunity to attend the Region 5 Extended Learning “Rev Up” Conference in September. Certificated, classified staff, Teachers in Charge and program administrators will be invited to attend a conference like the Northern California Expanded Learning conference or other conferences that support our focus area(s) for the Quality Standards for Expanded Learning in California. Extended Learning Directors and Program Coordinators along with other staff may attend at least 1 conference like Boost as part of ongoing professional development.

Other professional development and conferences will be considered as they support Extended Learning Staff to better implement the quality standards and community input for the direction of our programming.

Site staff will meet with the Teachers in Charge and administrators at least once a month for collaborative meetings, activity planning, and professional development in the areas of classroom management, PBIS, Restorative Justice, and the Quality Standards for Expanded Learning.

District partners will be responsible for providing quality education and support to all students by hiring and training highly qualified personnel.

Current and initially identified partners:

Partner Services
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<u>Partners</u>	<u>Description of Services</u>	<u>Type of Program: Academic, Enrichment, Recreation, SEL</u>
FORXA Dance	Provide dance instruction	Enrichment, physical education
Harmony at Home	Olweus Bully Prevention Program	SEL
Hartnell College	Computer Science programming in coding and engineering	Enrichment
EDMO	Manage 7 after school sites for core programming -Provides hands-on Science, technology, engineering, art activities & SEL.	Recreation, Enrichment, SEL
ELEVO	Manages 7 after school sites for core programming -Provides sports-related programming aligned to STEM & SEL.	Recreation, Enrichment, SEL
Hijos Del Sol	Provides media arts and visual arts	Enrichment
Studio Carmel	Provides enrichment like martial arts, media arts, music, STEAM and others	Recreation, Enrichment
ACT	Provides theater games, activities, dancing, and music.	Recreation and enrichment
Playworks	Provides curriculum and training in positive play and building strong, inclusive relationships.	Recreation, SEL
JIM Enterprise	Tutoring English and Math support and Parent trainings	Academics Parent outreach
WorkEd	Provides Engineering and Robotics	Enrichment
Forxa	Multi cultural arts like dance, visual arts, music...	Enrichment/physical education
Lift	Cooking and nutrition	Enrichment/physical education

With the incorporation of more partners to the Extended Learning Programs, there is the need to add additional facilities and/or structures to have access to more classrooms,



and storage units to store equipment, supplies, materials, and the instructional curriculum district-wide and/or partners providing services.

## **8—Clear Vision, Mission, and Purpose**

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

The school district's vision is to inspire and ensure students recognize their talents to excel, become empowered learners, and make valuable contributions to a dynamic global community. For this reason, by collaborating and working with multiple community members and partners, our students will be exposed to multiple opportunities to discover their talents, abilities, and skills during ELO-P time.

The mission of the Salinas City Elementary School District is to provide a comprehensive education with multiple opportunities for all students' success. The ELO-P funding will facilitate the support to students in Preschool/Kindergarten (PK) through Sixth grade, with the main focus on the highest concentration of targeted disadvantaged students and unduplicated students. To accomplish this mission, the following plan will be put in place:

- Extending the school day from 6 hours to 9 hours and providing enrichment and academic opportunities Monday through Friday during 175 regular school days and 30 additional days, 9 hours program during summer, winter or spring intersessions or Saturdays.
- The students will be engaged in multiple modalities of learning such as hands-on activities, STEAM (Science, Technology, Engineering, Art, and Math), music, dance, theater, social-emotional learning, outdoor education, student leadership, sports, educational field trips, events, assemblies and academics. All these will be provided in a safe and secure environment, constantly supervised by qualified certificated and classified personnel.

The school district will be engaging and collaborating with staff, parents, students, organizations, local and state government, and educational entities to ensure that our students learn and develop new skills to achieve individual and group success in the future.

- The Expanded Learning Opportunities Program and the After School Education and Safety (ASES) funding will be combined to provide a single comprehensive program, so more students can be reached across the schools in our school district.
- The program will be offered to at least 50% of unduplicated students in the 2021-2022 and 2022-2023 school years and 100% by the 2023-2024 and 2024-2025 school year.

Student safety is our top priority. Therefore, all these activities will be provided in a safe and secure environment where the students feel welcome, protected, and cared for.

This requirement will be requested from all educational partners providing additional support to our students district-wide.

## **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-Ps.*

The school district intends to maintain a positive working relationship with multiple community members to provide the best comprehensive program to all students. Multiple meetings are scheduled throughout the school year to collaborate, inform, receive feedback, and hear all community members’ input.

The district program plan will be made available to all staff, including site administrators, certificated staff, support staff, students, parents, school community and will be posted on the district website. The plan will be formally reviewed and updated annually by admin, staff, and program coordinators. The plan needs to be approved by the school board.

Site and district administrators, teachers, support personnel, community partners, and parents will have opportunities to provide feedback on the school and community needs on an ongoing basis. Parents can be involved through site parent meetings and principal-led parent forums. In addition, School Site Councils and English Learner Advisory Committees can provide student and program input. All school sites will engage in an annual community members meeting as a part of the Continuous Quality Improvement process to assess the program and identify areas of need.

The school district will continue working and collaborating with partner agencies like the ones listed below and may change or add additional ones as the needs and wants of our community change.

- Region 5 Expanded Learning; through the Region 5 expanding learning network, we will increase participation in professional development opportunities provided by the regional network (STEAM, SEL, Etc.). Some local partners have been and may include:
  - Hartnell Educational Foundation
  - EDMO
  - Elevo
  - ACT
  - Studio Carmel
  - Forxa (dance academy)
  - CSU Monterey Bay
  - YOSAL
  - Boys and Girls Club
  - Salinas Recreational Department

- YMCA
- Folklórico
- Hijos Del Sol
- WorkED
- Lift

## **10—Continuous Quality Improvement**

*Describe the program's Continuous Quality Improvement Plan.*

(<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>).

Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguideance.asp>.

In order to follow the CQI process and assess, plan, and improve, ELO-P programs:

1. Review the End-of-Year Surveys (June-August)
2. Create a CQI Plan along with stakeholders; Determine 1-2 focus standards (September-October)
3. Team visitations to each school site to observe and assess evidence of Quality Standards, with an emphasis on focus standards.
4. Provide Monthly evidence of each of the CQI standards (September-June)
5. Provide an End-of-Year Survey to all stakeholders (May-June)
6. Reflect and score programs in all CQI areas (June)

The overall program is evaluated by the district coordinator, school site principals, and site coordinators as to its effectiveness. Modifications are made to the program when needed, and revisions to the plan are made each year when appropriate.

Plans to improve the program:

1. Continue to focus on academic growth in ELA and Math through homework support, tutoring, technology-based learning, and implementation of common core curriculum and strategies
2. Implementation of an SEL curriculum
3. Alignment of Quality Standards to program activities
4. Collaborative partnerships to increase STEAM development
5. Continue to develop strategies with classroom teachers to improve homework completion rates. Adopt a system that includes incentives to students, daily homework completion requirements, and monitoring, as well as a communication system with parents on homework support at home
6. Develop community member input - to collaborate, get feedback, and work to address areas to improve

## 11—Program Management

*Describe the plan for program management*

Funding is primarily used for staffing to ensure there is qualified personnel for each program and site. The remaining funds are used to purchase supplies to run the program, bring in enrichment programs, tutoring, and academics for the students and training for staff as mentioned above.

Frontline Staff: Depending on the program, teachers and/or paraeducators for students PK-6: Responsible for homework assistance, supervision, and planning activities. Partner agencies also oversee the program management and plan and provide enrichment, supervising mealtimes for students, monitoring free play, providing feedback to site coordinators, and communicating with parents. They will frequently meet with the site coordinator and/or administrators and teachers in charge. communication via email, phone, two-way radio, or face-to-face meetings

Teacher-in-Charge (TIC): The teacher-in-charge provides academic program supervision and in the absence of the site Coordinator or administrator can oversee the whole program. The teacher-in-charge also provides activity planning support to frontline staff for creating a productive academic/homework time daily. TICs Communicate with teachers, parents and site Coordinator/administrator. Provides weekly instruction to selected students and/or classes, models for Paraeducators, Coaches, and Instructors on how to provide enrichment/homework activities as needed. Steps in to cover student groups when coverage is not available. Acts as liaison between instructional day staff and afterschool staff. Assists in the overall program development and implementation.

Site Coordinator (Site Admin or Extended Learning Administrator depending on the program): Plans site program and works with other administrators and staff to coordinate daily schedules, communications, and student behavior. Meets regularly with other admin, teachers, staff, and district coordinators to plan and develop programs. Meets frequently with frontline staff and with district and site administration. Communication through email, phone, or meetings. Is responsible for the day-to-day running of a site program.

Expanded Learning District Administrators: Oversees district programs, including budgets, attendance, training, staffing, communication, and all program areas. They meet with principals and other staff, parents and community members at various meetings; communication is conducted through email, phone, or meetings.

Food Service Clerk: Serves meals and snacks to students. Ensures food quality and standards

Principal: Meets frequently with site coordinators to plan programs and give updates. Classroom walk-throughs assist coordinators with classroom management techniques and school policies and procedures. Communication is done through email, phone, or meetings.

Expanded Learning Program (Program Administrative Assistant, Administrative Assistants I and Administrative Assistant III at the district level) Handles budget, purchase orders, and supply orders for all program sites and reviews attendance, and supports other duties as needed. One (6)-hour Administrative Assistant I to work from 12 pm to 6 pm will be hired for every 2 sites to work 2 days a week at each site and one day at the district office, supporting the Expanded Learning Programs. In addition, 2 Program Administrative Assistants will work eight (8) hours daily (Monday-Friday) at the Central office to support the Expanded Learning program and Clerical personnel. Moreover, an Administrative Assistant III will assist the Expanded Learning Department central office eight (8) hours daily (Monday-Friday). Staff, specifically an Administrative Assistant I, will handle this service and support when Health Clerks are unavailable.

Classroom Teachers: Provides feedback on student work, student concerns, daily routines, and support for paras, as needed, and collaborates through meetings, emails, and check-ins.

School Nurse: Provides district training to frontline staff yearly, site training as needed, and communicates via email and meetings.

Health Clerks: Provide student support for health concerns as needed for some programs. [Administrative Assistants I will be handling this service and support when Health Clerks are not available.](#)

In order to have a clear timeframe for the periodic review of the program plan that includes community partners as well as other external community members, we will use the following process:

1. Review the End-of-Year Surveys or Feedback (June-August)
2. Create a review Plan with Community Members: Determine 1-2 focus areas (September-October)
3. Team visitations to each school site to observe and assess evidence of the program plan in action, with an emphasis on areas of focus.
4. Provide Monthly evidence of adherence to our plan through communications, purchase orders, and other program materials related to the plan
  5. Board and Parent Presentations that include evaluative data related to our programming.
6. Provide an End-of-Year Survey to all stakeholders (April-June)

The overall program is evaluated by the district extended learning Staff, school site principals, and other participants in the running of this program as to its effectiveness.

Modifications are made to the program when needed, and revisions to the plan are made each year when appropriate.

- Fiscal accounting and reporting requirements.
  - The Extended Learning department with the SCESD's business department will work closely to ensure we follow all Fiscal accounting and reporting requirements.
  - A budget will be created in alignment with the ELO-P planning guide and regulations to be approved by our governing board
  - Regular audits and budget updates will be completed and reported as required in ASSIST Database
- Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
  - Local Match will be attained through our LCFF
  - Community Partners
- Attendance tracking, including sign-in and sign-out procedures.
  - Students Rosters will be created in Aeries to monitor and track attendance
  - Attendance Reports can be run regularly.
  - Currently, Educators will take attendance by calling roll, and will be updated to Aeries check-in no paper needed by 25-26 school year.
  - Sign-out Currently is done on a sign-out page. Parents physically sign a piece of paper and note the time they picked up their child.
  - Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.
  - Parents may pick up early or drop off late. Parents will note the reason for early release for tracking purposes as they sign out students. Reasons could include medical, family emergency, extracurricular activity, or Safety.
  - The reasons will be kept for information purposes, for example, planning curriculum, instructions, and schedule.

Possible Sustainability and funding sources include

- General Fund Money from SCESD
- Title I funding
- Supplemental Concentration Funding
- Migrant ED Grants or Funding
- Student Enrollment Fees
- Hartnell College Grants
- Local Community Business Partnerships
- Salinas City Parks and Recreations
- ASES Grant
- ELOG

- Local service Clubs (e.g., Rotary, Lions)

## **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.

Until now, the ASES grant has been implemented in eleven out of fifteen elementary schools with a limited attendance rate. The school district's goal is to combine both funding sources to reach out to more students across the district. This means that the services will be offered to four more non-ASES schools that also have a high percentage of unduplicated students. Therefore, to provide a quality program for all students, we will be partnering with multiple educational agencies to provide enrichment opportunities up to 9 hours per school day, Monday through Friday during summer, winter, Saturday or spring intersessions to comply with the additional 30 non-school days. Services will be also offered after school to students to complement a school day of no less than 9 hours in 175 school days.

During the regular school days, expanded learning opportunities will be provided either before or after school. These opportunities will include STEAM, Outdoor education, Music, Dance, Art, VAPA, and Academics (tutoring or homework assistance). In addition, the students will be provided healthy and nutritious snacks and/or meals. Students will also have the opportunity to participate in educational field trips, sports leagues, and leadership programs.

### **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 in understanding 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?

Proposed schedule:

July/August: Hire Qualified Teachers and Paraeducators to maintain the pupil-to-staff ratio of 10:1 in Kindergarten and 20:1 1st through 6th grade at each school.

August: Provide initial professional development for Early Learning, classroom management, instructional strategies, social-emotional, and law requirements.

August/September: In collaboration with our partners (Edmo, Elevo, Other agencies and our Early Learning Department and teachers, an appropriate curriculum will be developed, so students can enjoy hands-on activities, outdoor education, art, theater, music, dance, and academics.

September/December: Create and maintain groups of 20 students with two trained and qualified staff members (teachers and/or paraeducators) and staff from our educational partners. Hold meetings to address positive outcomes, concerns, and issues and provide support.

January: Provide additional training and/or professional development for staff.

January/February: Assess the implementation of the program and continue providing support to staff.

February/May: Continue providing enrichment activities to students.

**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 the transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample ELO-P/ASES Sample 9 hours Schedule

Grade Level	8 am to 2:30 pm	2:30-3pm	3-3:45pm	3:45-4:30-pm	4:30-5:15 pm	5:15-6pm
TK-K	Regular School hours	Snack time	Outdoor	Enrichment 1	Academics	Enrichment 2
1st grade	Regular School hours	Snack time	Enrichment 1	Academics	Enrichment 2	Outdoor
2nd grade	Regular School hours	Snack time	Academics	Enrichment 2	Outdoor	Enrichment 1
3rd grade	Regular School hours	Snack time	Enrichment 2	Outdoor	Enrichment 1	Academics



4th grade	Regular School hours	Snack time	Outdoor	Enrichment 1	Academics	Enrichment 2
5th grade	Regular School hours	Snack time	Enrichment 1	Academics	Enrichment 2	Outdoor
6th grade	Regular School hours	Snack time	Academics	Enrichment 2	Outdoor	Enrichment 1

Intersession and/or Summer Camp Sample Schedule

DRAFT-SUMMER EXPANDED OPPORTUNITIES PROGRAM MASTER SCHEDULE 2021-2022-DRAFT													
Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-10:20	10:20-11:20	11:20-11:50	11:50-12:10	12:10-1:10	1:10-2:10	2:10-2:40	2:40-3:00	3:00-4:00	4:00-5:00
PS/TK 1	Breakfast Option Block 1		Recess/2nd Chai Block 2	Block 2	Block 3	Lunch	Outdoor	Block 4	Block 5	Dinner	Recess	Block 6	Block 7
PS/TK 2	Breakfast Option Block 1		Recess/2nd Chai Block 2	Block 2	Block 3	Lunch	Outdoor	Block 4	Block 5	Dinner	Recess	Block 6	Block 7
PS/TK 3	Breakfast Option Block 1		Recess/2nd Chai Block 2	Block 2	Block 3	Lunch	Outdoor	Block 4	Block 5	Dinner	Recess	Block 6	Block 7
PS/TK 4	Breakfast Option Block 1		Recess/2nd Chai Block 2	Block 2	Block 3	Lunch	Outdoor	Block 4	Block 5	Dinner	Recess	Block 6	Block 7
PS/TK 5	Breakfast Option Block 1		Recess/2nd Chai Block 2	Block 2	Block 3	Lunch	Outdoor	Block 4	Block 5	Dinner	Recess	Block 6	Block 7
Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-10:20	10:20-11:20	11:20-11:50	11:50-12:10	12:10-1:10	1:10-2:10	2:10-2:40	2:40-3:00	3:00-4:00	4:00-5:00
Kindergarten 1	Breakfast Option	CAMP RALLY	EDMO	Recess/2nd Chai	EDMO	Lunch	Outdoor	SCESD 1	ACT	Dinner	Recess	Catapult	Elevo
Kindergarten 2	Breakfast Option	CAMP RALLY	Elevo	Recess/2nd Chai	EDMO	Lunch	Outdoor	SCESD 1	SCESD 1	Dinner	Recess	ACT	Catapult
Kindergarten 3	Breakfast Option	CAMP RALLY	Catapult	Recess/2nd Chai	Elevo	Lunch	Outdoor	EDMO	SCESD 2	Dinner	Recess	SCESD 1	ACT
Kindergarten 4	Breakfast Option	CAMP RALLY	ACT	Recess/2nd Chai	Catapult	Lunch	Outdoor	Elevo	EDMO	Dinner	Recess	SCESD 2	SCESD 1
Kindergarten 5	Breakfast Option	CAMP RALLY	SCESD 1	Recess/2nd Chai	ACT	Lunch	Outdoor	Catapult	Elevo	Dinner	Recess	EDMO	SCESD 2
Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-10:20	10:20-11:20	11:20-11:50	11:50-12:10	12:10-1:10	1:10-2:10	2:10-2:40	2:40-3:00	3:00-4:00	4:00-5:00
First Grade 1	Breakfast Option	CAMP RALLY	EDMO	Recess/2nd Chai	SCESD 2	Outdoor	Lunch	SCESD 1	ACT	Recess	Dinner	Catapult	Elevo
First Grade 2	Breakfast Option	CAMP RALLY	Elevo	Recess/2nd Chai	EDMO	Outdoor	Lunch	SCESD 2	SCESD 1	Recess	Dinner	ACT	Catapult
First Grade 3	Breakfast Option	CAMP RALLY	Catapult	Recess/2nd Chai	Elevo	Outdoor	Lunch	EDMO	SCESD 2	Recess	Dinner	SCESD 1	ACT
First Grade 4	Breakfast Option	CAMP RALLY	ACT	Recess/2nd Chai	Catapult	Outdoor	Lunch	Elevo	EDMO	Recess	Dinner	SCESD 2	SCESD 1
First Grade 5	Breakfast Option	CAMP RALLY	SCESD 1	Recess/2nd Chai	ACT	Outdoor	Lunch	Catapult	Elevo	Recess	Dinner	EDMO	SCESD 2
Second Grade 1	Breakfast Option	CAMP RALLY	EDMO	Recess/2nd Chai	SCESD 2	Outdoor	Lunch	SCESD 1	ACT	Recess	Dinner	Catapult	Elevo
Second Grade 2	Breakfast Option	CAMP RALLY	Elevo	Recess/2nd Chai	EDMO	Outdoor	Lunch	SCESD 2	SCESD 1	Recess	Dinner	ACT	Catapult
Second Grade 3	Breakfast Option	CAMP RALLY	Catapult	Recess/2nd Chai	Elevo	Outdoor	Lunch	EDMO	SCESD 2	Recess	Dinner	SCESD 1	ACT
Second Grade 4	Breakfast Option	CAMP RALLY	ACT	Recess/2nd Chai	Catapult	Outdoor	Lunch	Elevo	EDMO	Recess	Dinner	SCESD 2	SCESD 1
Second Grade 5	Breakfast Option	CAMP RALLY	SCESD 1	Recess/2nd Chai	ACT	Outdoor	Lunch	Catapult	Elevo	Recess	Dinner	EDMO	SCESD 2
Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-11:00	11:00-11:20	11:20-12:20	12:20-12:40	12:40-1:10	1:10-2:10	2:10-3:10	3:10-3:30	3:30-4:00	4:00-5:00
Third Grade 1	Breakfast Option	CAMP RALLY	EDMO	SCESD 2	Recess/2nd Chai	SCESD 1	Lunch	Outdoor	ACT	Catapult	Dinner	Recess	Elevo
Third Grade 2	Breakfast Option	CAMP RALLY	Elevo	EDMO	Recess/2nd Chai	SCESD 2	Lunch	Outdoor	SCESD 1	ACT	Dinner	Recess	Catapult
Third Grade 3	Breakfast Option	CAMP RALLY	Catapult	Elevo	Recess/2nd Chai	EDMO	Lunch	Outdoor	SCESD 2	SCESD 1	Dinner	Recess	ACT
Third Grade 4	Breakfast Option	CAMP RALLY	ACT	Catapult	Recess/2nd Chai	Elevo	Lunch	Outdoor	EDMO	SCESD 2	Dinner	Recess	SCESD 1
Third Grade 5	Breakfast Option	CAMP RALLY	SCESD 1	ACT	Recess/2nd Chai	Catapult	Lunch	Outdoor	Elevo	EDMO	Dinner	Recess	SCESD 2
Fourth Grade 1	Breakfast Option	CAMP RALLY	EDMO	SCESD 2	Recess/2nd Chai	SCESD 1	Lunch	Outdoor	ACT	Catapult	Dinner	Recess	Elevo
Fourth Grade 2	Breakfast Option	CAMP RALLY	Elevo	EDMO	Recess/2nd Chai	SCESD 2	Lunch	Outdoor	SCESD 1	ACT	Dinner	Recess	Catapult
Fourth Grade 3	Breakfast Option	CAMP RALLY	Catapult	Elevo	Recess/2nd Chai	EDMO	Lunch	Outdoor	SCESD 2	SCESD 1	Dinner	Recess	ACT
Fourth Grade 4	Breakfast Option	CAMP RALLY	ACT	Catapult	Recess/2nd Chai	Elevo	Lunch	Outdoor	EDMO	SCESD 2	Dinner	Recess	SCESD 1
Fourth Grade 5	Breakfast Option	CAMP RALLY	SCESD 1	ACT	Recess/2nd Chai	Catapult	Lunch	Outdoor	Elevo	EDMO	Dinner	Recess	SCESD 2
Grade Level	8:00-8:30	8:30-9:00	9:00-10:00	10:00-11:00	11:00-11:20	11:20-12:20	12:20-12:40	12:40-1:10	1:10-2:10	2:10-3:10	3:10-3:30	3:30-4:00	4:00-5:00
Fifth Grade 1	Breakfast Option	CAMP RALLY	EDMO	SCESD 2	Recess/2nd Chai	SCESD 1	Outdoor	Lunch	ACT	Catapult	Recess	Dinner	Elevo
Fifth Grade 2	Breakfast Option	CAMP RALLY	Elevo	EDMO	Recess/2nd Chai	SCESD 2	Outdoor	Lunch	SCESD 1	ACT	Recess	Dinner	Catapult
Fifth Grade 3	Breakfast Option	CAMP RALLY	Catapult	Elevo	Recess/2nd Chai	EDMO	Outdoor	Lunch	SCESD 2	SCESD 1	Recess	Dinner	ACT
Fifth Grade 4	Breakfast Option	CAMP RALLY	ACT	Catapult	Recess/2nd Chai	Elevo	Outdoor	Lunch	EDMO	SCESD 2	Recess	Dinner	SCESD 1
Fifth Grade 5	Breakfast Option	CAMP RALLY	SCESD 1	ACT	Recess/2nd Chai	Catapult	Outdoor	Lunch	Elevo	EDMO	Recess	Dinner	SCESD 2

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 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 school sites, 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 non-schooldays, during inter-sessional 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 school sites in the lower-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 opportunities 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 child care programs, to maximize the number of expanded learning opportunities offered across the 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 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 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.

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 ratio of no more than 10-1.

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.