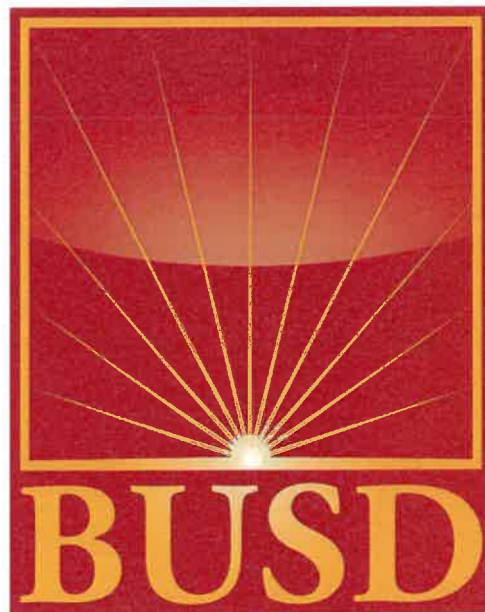


**Barstow Unified School District**

# **Expanded Learning Opportunities Program Plan**



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

**Prepared by:  
Educational Services  
Department Barstow Unified  
School District**

**September 2025**

## Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

**Local Educational Agency (LEA) Name:** Barstow Unified School District

**Contact Name:** Scott Godfrey

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**Contact Title:** Assistant Superintendent

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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. Barstow Fine Arts Academy
2. Barstow Intermediate School
3. Cameron Elementary
4. Crestline Elementary
5. Henderson Elementary
6. Lenwood Elementary
7. Montara Elementary

**Governing Board Approval Date:** 9.23.25

**Review/Revision Date:** 9.30.28

**Review/Revision Date:** 9.30.31

## Revisions/Changes

### Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

## 1—Safe and Supportive Environment

### Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Our program is fundamentally designed to provide a safe, supportive, and enriching environment where every student can thrive. This is achieved through our strategic partnership with Barstow Unified School District (BUSD) and Champions, a leading national provider of before- and after-school programs. This collaboration allows us to leverage the expertise and resources of a nationally recognized, accredited organization while ensuring the program is seamlessly integrated into the BUSD community.

#### Program Location and Accessibility

The program will be offered exclusively on 7 school sites, ensuring a seamless and secure transition for students from the regular school day to the expanded learning program.

Operating directly on these campuses eliminates transportation barriers for families and allows students to remain in a familiar and secure setting. All campus safety protocols, including controlled access points and visitor check-in procedures, will remain in effect during program hours. Activities will take place in designated school facilities, such as the cafeteria, library, playground, and gymnasium.

#### Fostering a Supportive and Safe Environment

In partnership with Champions, we cultivate a positive and secure atmosphere through consistent practices and a student-centered philosophy. Key elements include:

- Positive Relationships: Champions staff are trained to build genuine,

supportive relationships with students, acting as mentors and positive role models.

- **Structured Routines:** A predictable daily schedule provides students with a sense of stability and security.
- **Student Voice:** We incorporate student feedback and choices in activity planning to foster a sense of ownership and belonging, a core component of the Champions curriculum.
- **Clear Expectations:** We utilize the same Positive Behavioral Interventions and Supports (PBIS) framework as the regular school day, ensuring consistency in behavioral expectations and reinforcing a respectful community.

#### Staff Training and Preparedness

Champions manages the hiring and ensures all program staff undergo comprehensive and ongoing training to maintain a safe environment. This mandatory training includes:

- **First Aid and CPR Certification:** Every staff member is certified to respond effectively to medical emergencies.
- **Mandated Reporter Training:** Staff are trained to recognize and report any signs of child abuse or neglect, in compliance with state law.
- **Emergency Procedures:** Staff are drilled on all school-site emergency protocols, including fire, earthquake, and lockdown procedures, in direct coordination with BUSD school administration.
- **Positive Discipline and De-escalation:** Training is provided on conflict resolution and positive behavior management techniques to proactively and supportively address student conduct.

#### Health Records and Incident Reporting

Meticulous record-keeping and clear communication are central to our safety plan, managed by our Champions site staff in collaboration with the school.

- **Maintenance of Health Records:** The program works directly with the school nurse and administration to access relevant student health information, such as allergies, medical conditions, and emergency contacts. All records are handled with strict confidentiality in compliance with the Family Educational Rights and Privacy Act (FERPA). Champions staff are trained on specific student health plans and medication administration protocols as needed.
- **Incident Reporting:** A clear, systematic process is in place for documenting and addressing all incidents. Any injury or significant behavioral issue is immediately recorded on a standardized incident report form. Parents or guardians are notified by phone on the same day for any notable incident. These reports are reviewed daily by the Champions Program Coordinator to identify any potential safety concerns or trends that require intervention.

## Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Our program provides an emotionally safe and supportive environment by intentionally building positive relationships and integrating Social-Emotional Learning (SEL) into all our daily activities. We focus on making every child feel seen, heard, and valued.

### Building Trust and Positive Relationships

Our staff are trained to be more than just supervisors; they are mentors who build genuine connections with students. They greet each child by name, actively listen to their thoughts and concerns, and model positive, respectful communication. By fostering this foundation of trust, students feel comfortable expressing themselves, taking healthy risks, and seeking help when they need it.

### Integrating Social-Emotional Learning (SEL)

We use the research-based Champions curriculum, which seamlessly weaves the five core competencies of Social-Emotional Learning (SEL) into fun, engaging activities:

- **Self-Awareness:** Through daily check-ins and journaling, students learn to identify and understand their own emotions.
- **Self-Management:** We teach practical strategies for managing stress and controlling impulses. Our sites feature designated "Cool-Down Corners" where students can go to regulate their emotions in a calm, quiet space.
- **Social Awareness:** Group projects and team-building games encourage students to practice empathy and understand perspectives different from their own.
- **Relationship Skills:** We explicitly teach and model effective communication, cooperation, and conflict resolution. Activities like "Friendship Stations" guide students through solving disagreements constructively.
- **Responsible Decision-Making:** Students are given opportunities to make thoughtful choices about their activities and interactions, helping them understand the consequences of their actions in a supportive setting.

### Fostering a Sense of Belonging

To ensure every student feels like an important part of our program community, we actively incorporate student voice and choice. Students help plan activities, lead group games, and contribute to setting community expectations. This ownership creates a powerful sense of belonging and empowers students to see themselves as

capable and respected members of the group.

## **2—Active and Engaged Learning**

Explain 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.

### **Project-Based Learning**

We focus on project-based learning where students can apply academic skills to tangible, real-world challenges. For example, instead of just doing math worksheets, students might use measurement and geometry concepts to design and build a small community garden. This approach supplements their classroom learning by showing them the "why" behind the "what," making education more meaningful and engaging.

### **Interest-Driven Exploration**

Our program offers a variety of enrichment clubs and activities that allow students to explore their personal passions. This interest-driven approach lets them dive into areas like coding, robotics, visual arts, or sports. While these activities reinforce critical thinking and problem-solving skills, they are guided by student choice, ensuring high engagement and providing a creative outlet that is distinct from the regular instructional day.

### **Homework Support, Not Instruction**

We provide a dedicated, quiet time for homework completion, but our role is one of support, not instruction. Staff are available to help students understand directions, stay focused, and develop strong organizational habits. This approach builds essential skill-building and executive functioning, supporting academic success without re-teaching lessons covered by their teachers.

## **3—Skill Building**

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

Our program provides opportunities for skill-building by intentionally designing activities that foster collaboration, critical thinking, and leadership.

### **Collaboration and Teamwork**

We build collaboration skills through team-based projects and group challenges. For example, students might work together in a "STEAM Challenge" to build a bridge out of recycled materials or create a short film as a group. These activities require students to communicate effectively, negotiate ideas, delegate tasks, and work towards a shared goal, teaching them the value of teamwork firsthand.

### **Problem-Solving and Critical Thinking**

Our program encourages critical thinking by presenting students with fun, open-ended problems that don't have one right answer. Activities like coding clubs, strategy board games, and creative writing prompts challenge students to analyze situations, experiment with different solutions, and learn from their mistakes. This process builds resilience and teaches them how to think, not just what to think.

#### Leadership and Responsibility

We provide students with authentic opportunities to develop leadership and a sense of responsibility. We encourage student-led clubs, where interested students can propose, plan, and run an activity for their peers with staff support. These experiences build confidence, accountability, and essential public speaking skills.

### **4—Youth Voice and Leadership**

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Our program empowers students by creating clear pathways for them to exercise their voice, develop leadership skills, and actively shape their own program experience.

#### Youth-Led Activities and Mentorship

We provide direct opportunities for students to lead and mentor their peers. Students can propose and run their own student-led clubs, where they design and facilitate activities based on their own interests—like a comic book club or a dance group—with guidance from our staff.

#### Program Quality and Improvement

Youth are essential partners in our program's continuous improvement. We gather their input through several channels:

- **Feedback Fridays:** We hold regular, informal sessions where students can share what they enjoy about the program and offer ideas for what they'd like to change or add.
- **Surveys:** Twice a year, we administer simple, age-appropriate surveys to gather anonymous feedback on activities, staff, and the overall program environment.

### **5—Healthy Choices and Behaviors**

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Our program promotes healthy lifestyles by providing nutritious food daily and ensuring students engage in regular physical activity.

#### Nutritious Snacks and Meals

We partner with BUSD's Nutrition Services to offer all students a daily, nutritious supper and a healthy snack at no cost to families. All food served meets or exceeds USDA nutritional guidelines, emphasizing whole grains, fresh fruits and vegetables, and lean protein. Snack and meal times are also used as learning opportunities, where staff talk with students about making healthy food choices and understanding balanced nutrition.

#### Daily Physical Activity

We provide at least 60 minutes of physical activity every day. Our program includes a mix of structured games, sports, and free play to keep students active and engaged. We utilize the school's playgrounds, fields, and gymnasiums to offer a variety of options, from soccer and basketball to obstacle courses and tag. This dedicated time ensures that students develop gross motor skills, improve their fitness, and burn off energy in a fun, safe environment.

#### Building Healthy Habits

Beyond just diet and exercise, we actively teach and model other healthy habits. This includes scheduled time for proper handwashing, lessons on hygiene, and discussions about the importance of sleep and hydration. By integrating these practices into our daily routine, we help students build a holistic understanding of what it means to live a healthy life.

### **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. Include how the ELO-P will provide access for students with disabilities.

.The program is intentionally designed to reflect Barstow Unified School District's deep commitment to being an inclusive, equitable, and accessible space that celebrates the diverse backgrounds of all BUSD students.

#### Celebrating BUSD's Cultural and Linguistic Diversity

The program creates a welcoming environment that reflects and honors the identities of the students. The program features culturally relevant activities and celebrations that represent the diverse cultures within the BUSD community. It aligns with the district's family engagement goals by making a dedicated effort to hire bilingual staff who can communicate effectively with both students and families in their home languages.

#### Ensuring Access for BUSD Students with Disabilities

The program operates as a direct extension of the school day's support system to ensure students with disabilities can participate fully and meaningfully. It works in close partnership with BUSD's Special Education department to review and implement all student IEPs and 504 plans, ensuring a seamless transition of support strategies from the instructional day into the after-school hours. Program staff receive training, often from BUSD specialists, on specific student needs and accommodations. The program provides adaptive materials and ensures its activities can be modified, making certain every child has the support they need to succeed at their BUSD school site.

#### Promoting Equity and Inclusion for All

Equity is at the heart of the program, in line with BUSD's mission to foster a positive and safe learning environment. The program upholds the district's zero-tolerance policy for bullying and discrimination of any kind. The program's books, materials, and activities feature diverse representation to ensure all students see themselves reflected. By doing so, the program ensures every BUSD student feels a true sense of belonging and is valued for who they are.

### 7—Quality Staff

#### Staff Engagement

#### Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

The program ensures all students are supported by qualified and thoroughly vetted staff, in full compliance with the policies of the Barstow Unified School District and the California Education Code.

#### BUSD Instructional Aide Minimum Qualifications

In alignment with Barstow Unified School District's classified hiring policies, the minimum qualifications for program staff are as follows:

- A high school diploma or its equivalent.
- And one of the following: An associate's degree or higher, at least 48 semester units of college coursework, or a passing score on a BUSD-administered academic assessment that measures knowledge of and the ability to assist in instructing reading, writing, and mathematics.
- Current CPR and First Aid certification.

- Prior experience working with school-age children in a structured environment.

#### Staff Health and Safety Screening

The program follows the comprehensive health and safety screening process mandated by BUSD Human Resources and the State of California. The process for every potential staff member includes:

- **Live Scan Fingerprinting:** All candidates must clear a background check through the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Employment is contingent upon this clearance.
- **Tuberculosis (TB) Clearance:** Candidates must provide proof of a negative Tuberculosis risk assessment or test before they can have any contact with BUSD students.

No staff member is permitted to be on-site until both of these safety clearances are on file with the district.

#### Maintaining Staffing Ratios

The program will maintain a minimum staff-to-student ratio of 1-to-20, as required by EC Section 46120(b)(2)(D). The process for ensuring this ratio is consistently met includes:

- **Proactive Scheduling:** The on-site Program Coordinator creates weekly staff schedules based on projected student attendance, always scheduling a buffer to account for unexpected increases in student numbers.
- **Daily Monitoring:** Staff take attendance at the beginning of the program each day. The Program Coordinator uses this count to verify that ratios are met and makes real-time adjustments as needed.
- **Substitute Staff:** The program maintains a list of fully-cleared, on-call substitute staff who can be deployed to a BUSD site if a regular staff member is absent, ensuring the 1-to-20 ratio is never compromised.

#### **Staff Development**

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

The staff training and development plan is a comprehensive, year-long process designed to ensure all staff have the skills to effectively support BUSD students, with training and resources aligned directly with district goals.

## Initial Onboarding and Foundational Training

Before working with students, every new staff member completes a mandatory onboarding process. This foundational training ensures they are fully prepared to create a safe and engaging environment that aligns with BUSD's standards. Key topics include:

- **BUSD Policies and Procedures:** A thorough review of district-wide expectations, safety protocols, and emergency plans.
- **Health and Safety:** Certification in CPR/First Aid and completion of Mandated Reporter training.
- **Curriculum and Instruction:** In-depth training on implementing the Champions curriculum, with a focus on project-based learning and student engagement techniques.

## Ongoing Professional Development

Staff growth is supported through ongoing professional development that is relevant and responsive to the needs of BUSD students. This includes:

- **Monthly Workshops:** Focused sessions on key topics such as Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL) strategies, and methods for supporting English Language Learners, often co-facilitated by BUSD instructional coaches.
- **Professional Learning Communities (PLCs):** Staff meet regularly in small groups to collaborate, analyze student engagement data, and share best practices for their specific BUSD school site.

## Tools and Resources for Staff

To successfully enrich students, staff are equipped with a variety of high-quality tools and resources:

- **Digital Curriculum Platform:** Staff have access to the Champions online portal, which provides thousands of lesson plans, activity guides, and training modules.
- **BUSD Instructional Materials:** The program has access to supplemental materials from the district, such as literacy resources and math manipulatives, to create a seamless connection to the school day.
- **Coaching and Mentorship:** The on-site Program Coordinator provides daily, hands-on coaching and support. Additionally, staff have access to BUSD specialists for guidance on supporting students with diverse learning needs.

## 8—Clear Vision, Mission, and Purpose

Explain the program’s clear vision, mission, and purpose.

The program’s vision, mission, and purpose are designed to directly support and enhance the educational experience of every student in the Barstow Unified School District.

### Vision

The vision is for every BUSD student to have a safe, inspiring, and engaging place after school that sparks their curiosity, builds their confidence, and helps them discover their full potential.

### Mission

The mission is to provide high-quality, hands-on expanded learning opportunities that support the academic, social, and emotional development of Barstow students, in direct partnership with their families and school communities.

### Purpose

The purpose is to close the opportunity gap by:

- Providing enriching experiences that BUSD students might not otherwise have.
- Supporting working families within the Barstow community with reliable and safe after-school care.
- Reinforcing the learning that happens during the school day through fun, project-based activities that make education meaningful.

## 9—Collaborative Partnerships

### Students and Families

### Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

BUSD actively engaged community-based organizations in the program's design and will continue to partner with them for its implementation and administration.

### Partnership in Program Design

During the planning phase, BUSD collaborated with several key community partners

to ensure the program plan was comprehensive and well-aligned with community needs.

- **Champions:** As the primary partner, Champions was integral to designing the program's operational framework, staffing plan, and curriculum, bringing their national expertise in expanded learning to BUSD.
- **Barstow Parks and Recreation District:** BUSD consulted with the district to align on recreational activities and explore opportunities for leveraging community sports programs and facilities.

#### Involvement in Program Implementation and Administration

Community partners are critical to the program's successful daily operation.

- **Administration by Champions:** Champions, as our non-LEA partner, is responsible for the day-to-day administration of the program, including hiring and managing staff, implementing the curriculum, and ensuring all safety and licensing requirements are met at each BUSD school site.
- **Enrichment Partners:** Throughout the year, the program will bring in other community organizations to provide specialized enrichment for BUSD students. For example, we plan to host guest workshops from local artists, and STEM demonstrations from community professionals. This approach ensures students have access to a wide range of high-quality experiences provided by experts from their own community.

## 10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The program uses a Continuous Quality Improvement (CQI) process, aligned with BUSD's goals, to systematically collect and analyze student development data. This data-driven approach allows for intentional reflection and ensures our program practices effectively meet the social and emotional needs of Barstow students.

#### Data Collection: How We Gather Information

We use a mix of formal and informal tools to gather data on student skill development throughout the year:

- **Staff Observations:** Program staff use a simplified digital log to record

observations of specific social-emotional competencies, such as students demonstrating perseverance on a difficult task or using conflict resolution skills during disagreements.

- **Student Self-Reflection Surveys:** Twice per semester, students complete brief, age-appropriate surveys asking them to reflect on their own skills, like their sense of belonging at the program (school connectedness) or their ability to manage frustration (self-control).
- **Participation Data:** We track attendance and participation rates in different enrichment activities to gauge student engagement and interest, which often correlates with their connection to the program.

#### Data Analysis and Reflection: Making Sense of the Data

Data is not just collected; it's actively used for reflection. During monthly staff meetings, our teams engage in a structured review process:

1. **Review the Data:** Staff look for trends and patterns. For example, "Are we seeing more positive peer interactions since we started the new team-building activities?"
2. **Connect to BUSD Goals:** The team discusses how the data connects to BUSD's broader goals for student wellness and achievement.
3. **Identify Strengths and Growth Areas:** Staff celebrate successes and identify specific skills (e.g., academic mindset) that may need more intentional support.

#### Using Data for Program Improvement: Taking Action

The insights gained from data analysis directly inform program management and activities. This process follows the Plan-Do-Study-Act cycle recommended by the CDE:

- **Plan:** If data shows students struggle with conflict resolution, the team will plan to introduce a series of specific SEL lessons and activities focused on that skill.
- **Do:** Staff will do the new activities with students for the next month.
- **Study:** They will then study new observation logs and survey results to see if student skills in that area have improved.
- **Act:** Based on the results, they will act by either adopting the new strategy, modifying it for better results, or trying a different approach.

This CQI cycle ensures we are constantly and intentionally refining our program to better support the social and emotional growth of every BUSD student.

## 11—Program Management

### Policies and Procedures

## Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?

The program budget is reasonable, necessary, and allowable, designed in strict accordance with Expanded Learning Opportunities Program (ELO-P) statutes and BUSD fiscal policies. It directly reflects the expressed needs of BUSD students and families.

### Reasonable, Necessary, and Allowable Costs

The budget is structured to maximize direct services to students while ensuring full compliance.

- **Staffing:** The largest and most critical expenditure is for staffing. Partnering with Champions allows for predictable costs to maintain the required 1-to-20 staff-to-student ratio, ensuring a safe and supportive environment. This is a necessary and allowable expense under ELO-P.
- **Supplies and Curriculum:** Funds are allocated for high-quality materials, including STEM kits, art supplies, and sports equipment, as well as for the Champions curriculum. These costs are necessary to provide the enriching, hands-on learning experiences described in the program plan.
- **Nutrition:** The budget covers the cost of providing daily nutritious supper and snacks for all participants, an allowable expense that supports student well-being.

All expenditures are tracked and will be reported in accordance with BUSD and CDE fiscal requirements.

### Reflecting Student and Family Needs

The budget was intentionally built to address the specific needs of the Barstow community.

- **Support for Working Families:** By dedicating the majority of funds to high-quality staffing, the budget directly addresses the primary need of BUSD families: safe, reliable, and engaging after-school care at no cost to families.
- **Engaging Activities for Students:** The allocation for diverse supplies and enrichment directly responds to student feedback requesting more hands-on, interest-driven activities beyond the regular school day.
- **Student Wellness:** The investment in daily, nutritious meals and snacks addresses a critical need within our community, ensuring students are well-fed, healthy, and ready to learn, which also eases the financial burden on families.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

BUSD will ensure proper implementation of all program requirements through a robust system of partnership oversight, dedicated on-site leadership, and a cycle of continuous improvement.

#### Partnership Oversight and Collaboration

BUSD has assigned a district-level Program Manager to oversee the partnership with Champions. This manager will hold bi-weekly meetings with Champions' regional leadership to review program data, discuss challenges, and ensure every aspect of the plan—from staffing to curriculum—is being implemented with fidelity to BUSD's standards. This collaborative oversight guarantees that the program remains aligned with the district's vision and compliant with all ELO-P requirements.

#### Dedicated On-Site Leadership

Each of the seven BUSD school sites has an On-Site Program Coordinator employed by Champions. This individual is the key to daily implementation. They are responsible for:

- Supervising staff and ensuring the 1-to-20 ratio is always maintained.
- Upholding all BUSD safety and health protocols.
- Serving as the direct liaison with the school principal to ensure seamless integration with the school day.
- Guaranteeing that activities are engaging and that student voice is incorporated.

This on-site leadership ensures that the plan is not just a document, but a daily reality for students.

#### Continuous Quality Improvement (CQI) and Reporting

To ensure accountability, BUSD will use a Continuous Quality Improvement (CQI) process. The BUSD Program Manager will conduct regular site walkthroughs to observe the program in action. This will be combined with the analysis of attendance data, staff observation logs, and feedback from student and family surveys. This information will be used to make real-time program adjustments and will be summarized in quarterly reports to district leadership, providing clear evidence that all requirements are being met and that the program is effectively serving the BUSD community.

<sup>1</sup> (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

<sup>2</sup> (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

<sup>3</sup> (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])