

# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Aromas-San Juan Unified School District  
2300 San Juan Highway  
San Juan Bautista, CA 95045  
(831) 623-4500

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

**Local Educational Agency (LEA) Name:** Aromas-San Juan Unified School District

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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Aromas School
2. San Juan School
3. Anzar High

## **Purpose**

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

## **Definitions**

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

## Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative

response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.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.

Aromas-San Juan Unified School District's Expanded Learning Opportunities Program (ELOP) offers a total of nine hours of care (including the school day) for all 180 days of the school year, as well as 30 non-school "intersession" days, which includes our summer program, giving students a safe place to go when they might otherwise be unsupervised. Our Community-Based Organization (CBO) partners, in collaboration with the site principal, have developed comprehensive safety plans aligned with school site safety plans. Site ELOP staff attend the school site safety

training meetings and have access to Aeries to obtain emergency contact information on all students in the event of an emergency. Regular safety drills are in place at the same regularity as the school site and per the ASJUSD requirements. The planning, tasks, and drill schedule reflect the ASJUSD's emergency response procedures. Staff members are CPR/First Aid Certified.

A positive youth development environment is established in the ELOP primarily through Positive Behavioral Interventions and Supports (PBIS). The first six weeks are devoted to establishing a safe and positive environment where more students can take risks and learn. PBIS routines, in concert with Social Emotional Learning (SEL) and character-building curriculum, complement the school day routine by providing more opportunities to establish a caring, expanded learning community. The language, goals, and activities of these programs are highlighted and reinforced through sequential and specific activities during the after-school program.

Weekly community-building circles are an integral process for students to build a sense of community, establish empathy, problem-solve, and seek resolution. The norms aligned with the mission and vision of the ELOP are reinforced and supported with specific skills embedded in the process.

A caring learning community improves relationships and encourages creative and simple ways to solve conflicts which increases students' confidence in their ability to feel autonomous and effective. When all the adults at home and school share the same language and expectations, peace is promoted at school, home, and community. Conflict resolution and restorative practices are embedded in the PBIS model. Students learn to give up put downs, right wrongs, give praise and compliments to others, and seek wise people to solve problems that they can not solve on their own, and use verbal strategies to solve conflicts. A safe and supportive environment has been identified through the Continuous Quality Improvement process as an area of strength.

For on-site ELOP, the staff will oversee the attendance sign-in and parent/guardian sign-out process. All staff wear staff identification badges so they are easily identifiable. For off-site ELOP, transportation has been arranged from the school to the off-site location. This location is in their school community. Students are checked in upon arrival, and parents are contacted if a child is not there that should be present. In addition, District teachers and approved vendors will supplement the ELOP program by offering enrichment sessions on-site. Teachers and vendors will work with the onsite programs to ensure student safety.

**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.

Through the Continuous Quality Improvement process and assessment of program needs, three elements of the active and engaged learning environment are being further developed as essential in weekly and summer programming for students: 1.) Integrated STEAM activities, 2.) College and Career/Academic Readiness 3.) Health and Wellness. There are themes with focus areas dedicated to each essential element (STEAM, Readiness, Health), and continued development of these three elements will be a focus.

We are creating an integrated approach for educational enrichment activities grounded in STEAM foundational elements that promote integrating all subject areas, including standards-based literacy and language development and mathematical reasoning and communication to solve problems and develop solutions. We do this by teaching and modeling proven practices, including inquiry-based learning and the 5E model (engage, explore, explain, elaborate, evaluate). Staff will be supported through Region 5 networks and professional development provided by both the region and the district. Our CBO partner, Youth Alliance, provides a weekly STEAM curriculum incorporating 21st-century skills and the 5E model.

All academic and enrichment components are based on literacy anchor standards that cut across all content areas, following the pacing guides of the district when possible, and individual communication with regular day teachers to prepare students to be proficient in grade-level standards and ready for rigorous future coursework. Researched-based practices to support academic readiness include identified ELD strategies, AVID strategies, and early literacy strategies. Staff are trained in identified strategies and desire to develop culturally relevant practices further to promote an assets-oriented culture for learning.

Footsteps 2 Brilliance is a standards-based literacy program that all students use during the regular school day and which families have access to at home and around the community. The program allows students, families, and the afterschool program to work together so that students are on reading level by the end of third grade. Progress can be celebrated and tracked seamlessly by teachers, parents, and after-school staff.

Standards-based literature studies are provided through an integrated thematic literacy curriculum designed specifically for expanded learning programs. The program aims to build listening and speaking, reading fluency, critical thinking, reading comprehension, creativity, vocabulary, grammar, knowledge of literacy elements, and goal-setting skills while supporting students' social and emotional development. This is a hands-on, activity-based curriculum that engages and motivates students in reading, writing, and the Visual and Performing Arts. Embedded activities include drama, music, digital technology, improvisation, art,

games, or writing, and are designed to support and extend their experience with the literature. This is aligned with ASJUSD's priority to provide English Language Learners access to multiple age-appropriate leadership opportunities and rigorous language-rich opportunities to read, write, speak, and listen while thinking critically with their peers. Unit titles include topics such as Philanthropy and Leadership.

All programs include a minimum of five hours a week of academic support for all students registered. College and Career/Academic Readiness is a focus for student success. It is established through alignment to the regular standards-based school day instruction, reading and language support, student goal setting, and AVID organization strategies. Classroom space is provided at each site for student groups to work in an academic setting.

Regular programming for health, wellness, and fitness is provided via curricula such as CATCH (Coordinated Approach to Child Health) and SPARKS (Sports, Play, and Active Recreation for Kids). All programs include a minimum of five hours per week devoted to health, fitness, and physical education activities. Exemplary practices in healthy eating, physical activity, and food safety are emphasized in these programs. All programs include at least five hours per week using project-based Social Emotional Learning (SEL) curriculum and community-based activities such as Every Monday Matters and Character Counts, which engage in topics and activities that build self and social responsibility.

Our Summer Camp and Intersession days will expand student offerings to include activities from multiple CBOs in our local area and field trips to nearby state parks, museums, horse ranches, and art studios. These will be aligned with our parent and student interest survey results and will focus on arts education, including dance and music, digital media exploration, gardening, connections to our local horse rescue facility, and explorations into esports and podcasting. The offerings will be adapted yearly based on interest surveys.

**3—Skill Building** Describe how the program will provide opportunities for students to experience skill building.

The ELOP utilizes a multifaceted approach to helping students build skills. Students participate in cooperative learning groups and project-based learning. 21st Century Skills are embedded in all program activities (STEAM, College and Career/Academic Readiness, Health, and Wellness) to develop critical thinking, effective communication, and self-directed learners. Students are given opportunities to practice skills that are embedded and sequential and lead to mastery within project-based learning. The ELOP will provide fun, enriching activities to increase a child's intellectual, social, and physical fitness needs.

By affording children and youth opportunities to learn and practice new skills

through hands-on, experiential learning, they will have multiple opportunities to practice, apply, and develop skills in ELOP after school and intercessions. Staff is trained to facilitate reflective learning and risk-taking in a safe environment so that students are motivated and engaged in learning. Staff will support students with academic language to reinforce equitable access to the rigor of standards-based projects.

Improved academic achievement is also supported through study skills and academic support that is individualized and specific to classroom and homework assignments sent from teachers and/or indicated in student planners. ELOP staff meet individually with teachers and intervention specialists to check in on how students' achievement on literacy, homework, or classwork, are being affected by the ELOP and how the students are doing in general. Case managers of students with IEPs may also provide intervention services on a referral basis.

**4—Youth Voice and Leadership** Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Student feedback is a regular part of the programs via the youth leadership groups at each site, monthly student surveys, community circles, interactive journals, and student council. This is important data that is used to guide ongoing decisions about curriculum and projects and also the Continuous Quality Improvement Cycle that is revisited twice annually.

Student engagement goals are met by engaging active student leadership in planning activities to meet the needs and wants of the students. All students are engaged in the selection and planning of project-based activities. Journals, surveys, and “meet up time” are ways that all students can delve into what they are passionate about doing. Community Circles promote a voice for all students to be leaders. Staff is trained in processes that promote student leadership and provide opportunities for all students to have a voice. Staff is trained in implementing existing curricula and utilizing student feedback for creating activities that are grade-level appropriate, exciting, and engaging. The established Youth Council, a leadership development component of the ELOP, guides activities and projects.

Through hands-on Social Emotional Learning curriculum and leadership activities, students learn in real-time how to be confident, empathetic, and caring. Monthly service learning projects are a core part of the afterschool programs and the home, school, and community connection. Youth voice and leadership are developed as students work collaboratively to select and implement service learning projects that help them learn by doing and take ownership of the project. Reflection is an important part of the process so that the students can make meaning and have a deeper connection to the community.

Additionally, students identify, organize, and engage in life skills and positive activities for youth that support self-regulation, mindfulness, and philanthropy among peer groups in the community. All programs have an active youth council that designs and guides service learning in partnership with local agencies such as the County Food Bank, Nursing Homes, environmental projects, and toy drives. Younger students follow similar processes for self-direction and leadership, although they require more structured guidance and options provided. Connection to real issues that all young students can relate to builds empathy for others within their community. It is the springboard for project-based inquiries and service-learning projects.

### **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.

All programs include five hours a week of program activities for fitness, exercise, healthy choices, and food nutrition facts as taught in the SELF (social-emotional learning and fitness) curriculum and CATCH and SPARKS, as referenced previously. Guest speakers from CalFresh and the San Benito County Department of Public Health provide presentations to educate the students to benefit from healthy living.

Healthy practices include nutritious meals and snacks selected and provided by the Aromas-San Juan Unified School District's Food Services Department. Each site has a designated refrigerator for perishable snacks. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive to learning. All of the snacks provided contain full servings of any two of the following four food components:

- Fluid milk;
- Meat or meat alternate
- Fruit, vegetable, or 100% juice
- Grain or bread product.

Examples of nutritious snacks and meals that follow the California Nutritional Guidelines served in the ELOP include 1.) Anytimers Turkey Ham & Cheese Kit, 2.) Goldfish Bread, Honey Whole Wheat, and 3.) Italian Combo Sandwich and other menu items on the ASJUSD Super Snack Menu.

### **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.

To address the importance of having a safe environment, emphasis will continue to be placed on implementing explicit positive youth development via culturally relevant activities with an assets-based focus. When necessary, Special Education teachers meet with staff to provide appropriate information for working with students with special needs. Case managers of students with IEPs may also provide intervention services on a referral basis.

Culturally relevant teaching and curriculum is a focus for all aspects of the program. Parent meetings and input provide the basis of what is highly relevant to the community. Community Circles bring forth in an authentic setting what is relevant and how the curriculum is received and internalized from the student perspective.

To measure whether goals have been met, each year, the needs of the community, students, parents, and school are assessed using data from student, staff, and parent surveys, California Healthy Kids Survey, and academic assessment scores. Staff meets with teachers and administrators and may attend the School Site Council.

Teachers, counselors, and principals work together to identify needs, encourage participation, make references, and meet with families to encourage them to join the program. Priority enrollment is given to English Learners, Socioeconomically Disadvantaged, Homeless, and Foster Youth.

Surveys of youth and their inclusion in decision-making assist in supporting all students to feel a sense of belonging, ownership, and desire to attend. The ELOP is not fee-based, so it is equally accessible to all students and families.

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

The ASJUSD Curriculum and Instruction Director will work with the ASJUSD Human Resources Director to ensure proper training and certification (including CPR) are verified and/or supported. Training and experience indicating the knowledge, skills, and abilities listed herein are required. Completion of the 12th grade or the equivalent of a high school education; one year of paid or volunteer experience working with children in an educational environment or childcare setting. A year of college with coursework in Psychology, Child Growth and Development, or Education may be substituted for one year of experience working with children.

Staff will be recruited from the regular day program and surrounding neighborhood community to maximize the continuity with the regular program and build a neighborhood school environment. In addition, staff will be recruited through advertising at local universities, community colleges, and employment centers. Staff will be retained through competitive pay rates, continual staff development, timely evaluations, and ongoing program support for a healthy work environment. A staff mentorship program also provides

on-the-job training for college students interested in working in the after-school field or education. After successful completion of the training and if they meet the minimum staffing requirements, students are eligible for regular employment.

In addition to monthly meetings that provide professional development that addresses procedural, policy, curricular, social-emotional, health-related topics, and youth leadership feedback, staff will have access to ongoing professional development opportunities offered by Region 5, such as the Annual Rev Up Workshops, Developing Afterschool Leadership (DASL) provided 4x a year, STEAM cohort workshops 6x a year, and Monday Matters network. Both ASJUSD and Region 5 support the implementation of consistent Positive Behavioral Interventions and Supports (PBIS). Youth Alliance provides ongoing, high-quality professional development in community building, restorative practices, classroom management, and the three elements of active and engaged learning in the weekly programming for students: 1.) Integrated STEAM activities, 2.) College and Career/Academic Readiness 3.) Health and Wellness.

Professional development and program needs are identified based on the Continuous Improvement Cycle. ASJUSD hosts professional development opportunities, which include self-directed, on-demand professional development topics, all-day training, and specific site-based professional development. All professional development offered is aligned with both the afterschool and regular day educational programs and the ASJUSD LCAP. ASJUSD will meet with ELOP staff in the spring in addition to the normally scheduled fall meeting to reflect, review, and plan for the upcoming school year.

ASJUSD Director of Curriculum and Instruction works with ELOP staff to provide the direct implementation of all aspects of the after-school and intersession program. CBO partners have designated supervisory staff to work with Site Coordinators who oversee individual sites. The Site Coordinators supervise two to four Program Leaders who work directly with students and families.

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

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

Aromas-San Juan Unified School District's ELOP aligns with the district's values, mission, and vision. We believe that every student, every day, by name, by need, will succeed. The ELOP will make connections to our historically rich and artistic community. Leveraging the talents and opportunities that surround our school sites and district. The ELOP will be the interdisciplinary glue, bringing to life connections between content areas. Through team building and collaboration, a community of learners will be formed to explore, expand, and engage content meaningful to the learner.

Vision: A thriving learning community committed to equity and excellence.

Mission: Aromas-San Juan Unified School District, in partnership with our families and culturally rich community, empowers students to be self-directed learners, effective

communicators, and global critical thinkers. We educate in an inclusive, caring, collaborative, creative learning community engaged in real-world problem-solving, learning to learn, and habits of mind.

Values: The Aromas-San Juan Unified School District defines how we must work with our students, colleagues, families, and community through the following core values:

- Caring
- Community
- Equity
- Inclusion
- Collaboration
- Professionalism
- Shared Leadership
- High Expectations

The ELOP purpose has several components:

1. Increased EL Reclassification
2. Increased academic achievement in math and English language arts
3. Increased student engagement in school
4. Increased student attendance
5. A guaranteed safe environment for students to thrive after school hours

**9—Collaborative Partnerships** Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

ASJUSD takes pride in creating an afterschool program designed to align, enrich, and support equitable opportunities to what is taught during the day. The collaborative process includes input from school leaders, classroom teachers, parents, and students. The supportive academic features of the program are guided by ongoing feedback from school leaders, teachers, and parents. The enrichment portion is continually guided by each site's Youth Council, a leadership development component of the program. Enrichment activities are created to align with student interests based on the feedback received by students at all grade levels.

Frequent visits to the program sites provide informal constructive feedback to ensure that high-level administrative decisions incorporate the needs and desires of the youth and schools. The program plan is reviewed annually. Continuous Quality Improvement goals are evaluated annually, using the Quality Improvement work plan during the annual collaboration meeting. The district and ELOP staff work together to rate the progress and make adjustments at the site level.

Collaboration meetings are held at the District and community levels. The Curriculum and Instruction Director meets periodically with ELOP staff. Information is shared regarding the school and district needs for student support and academic achievement. Plans are developed to support these goals. Site meetings occur quarterly. District meetings occur annually. Region V Meetings occur six times a

year.

ASJUSD considers many potential community-based partnerships so that the ELOP program may be as dynamic and reflective of the community as possible. Our primary collaborative partner is Youth Alliance. Additional collaborative partners include:

1. School site clubs and intervention programs provide academic and enrichment support to ELOP students.
2. The Department of Public Health supports peer educators to educate students on the benefits of healthy living.
3. San Benito County Behavioral Health provides funding support for a school-based Case Manager/Therapist to work with students and families identified as in need.
4. Site principals give in-kind support time by coordinating custodial and facility use, including the multi-purpose room, materials, copying, and janitorial services.
5. Region V Technical Assistance and professional development.
6. Local businesses provide donations and resources.
7. The Fire Department provides safety education.
8. The Community Services and Workforce Development provides Youth Employment.
9. Workers to assist at the programs and provide employment and job training for youth.
10. San Benito County Arts Council provides arts education such as ceramics and mariachi music lessons.
11. Anzar High School provides student volunteers to assist with mailings.

Potential community-based partnerships may include volunteers from Gavilan College, student volunteers from Anzar High School, Hazel Hawkins Hospital, San Benito Health Foundation, Credo Studio, and HorsePlay Inc., among others. Guided from extensive collections of student, parent, staff, and community feedback, these and other agencies may be pursued. The goal is to provide a program that is fluid and well-rounded so that the plan can change and adapt to the needs of students.

## **10—Continuous Quality Improvement**

Describe the program's Continuous Quality Improvement plan.

ASJUSD hosts an evaluation process that meets the needs of all partners: state, county, school sites, program staff, parents, and youth using the Quality Standards for Expanded Learning in California. ASJUSD engages with a representative team of educational partners to utilize multiple data sources to assess program quality and generate and implement an action plan for program improvement with three to five identified high-priority needs to focus on that year.

SBAC testing data (CAASPP assessments in English Language Arts and Math) will be used to measure academic goal attainment pursuant to Ed Code 8484(a)(2). An evaluation plan will be implemented to gauge key priority areas such as improved academic scores in literacy and math, improved student engagement in school, and

improved social-emotional health and wellness. The existing Continuous Quality Improvement Cycle will engage educational partners to enhance program operations and ensure sustainability. The next steps include the following:

- alignment with ASJUSD LCAP goals and actions
- alignment with host school SPSAs
- analysis and production of reports
- Continuous review and alignment of program procedures

## **11—Program Management** Describe the plan for program management.

The ELOP is formally reviewed annually to ensure that the plan continues to meet the needs of the program participants academically, socially, and physically. Goals and actions across all ASJUSD programs are aligned, including those of the ELOP program. As assessment data is reviewed for the program, the Curriculum and Instruction Director and Student Services Director will also review other district data available to determine if additional services are needed, if activities need to be modified, if the curriculum needs to be adjusted, etc. Host site principals will also review site-based data related to district-aligned goals for the particular site and, in collaboration with ELOP staff to determine if activities and planned actions need to be modified. While this process formally occurs annually, ongoing alignment of the program evaluation in conjunction with an evaluation of district plans and processes for evaluating such plans (LCAP, SPSA, EL Master Plan) is needed and will be an area of focus. Formative assessments of the ELOP are ongoing and driven by Site Coordinator, student, and parent feedback to make adjustments as needed. The ASJUSD Collaborative conducts the formal review (summative). The formative review is conducted by District and site staff, with parent and student input.

The California After School Program Quality Self Assessment Tool is used to guide the Continuous Quality Improvement Cycle at the site level at the start of the year to set programmatic goals. The plan is reviewed yearly by the site principals, Site Coordinators, ELOP staff, and the Curriculum and Instruction Director when test data is released and school plans are updated. Alignment and services are further articulated for optimal outcomes. Additionally, the Curriculum and Instruction Director will meet with Program Coordinators in the early spring to begin the planning process for the following year. At that time, the plan will be revisited, and the California After School Program Quality Self Assessment will be used to inform strengths and areas for growth.

ASJUSD Curriculum and Instruction Director and Chief Business Officer work closely to ensure that ASJUSD ELOP meets fiscal and reporting requirements.

- Expends no more than 15 percent of the funding on administrative costs, which include indirect costs.
- Administrative costs are split with our community partners.
- Program indirect costs will be less than the school district's indirect cost rate, or 5% of the state program funding.
- At least 85 percent of expenditures will be applied toward direct services to students.

- Cash or in-kind local matching funds from the school district, government agencies, Community organizations, or the private sector will be provided.
- Quarterly Expenditure Reports will be filed in ASSIST as required.
- Semi-Annual Attendance Reports will be filed in ASSIST (January and June).
- End of Year Reports will be submitted in October
- Documents shall be retained for a minimum of five years.

Policies and procedures have been developed for each school Site Coordinator to ensure attendance is properly taken and recorded in the Student Information System (SIS). Daily attendance will be entered in the district's SIS by ELOP staff. When there are issues with student rosters within the Student Information System, the Site Coordinator works with the Data and Assessment Coordinator (Data and Student Information) and Curriculum and Instruction Director to resolve the problem.

All ASJUSD ELOP parents know the program hours of operation and attendance procedures and have been given a copy of the early release policy. Attendance is taken daily upon arrival. The attendance is recorded electronically and entered into the ASJUSD SIS. Programs run at least 15 hours a week from the end of the school day until 6 pm daily. Per ELOP requirements, students must stay for the full duration of the program. Students who leave early must sign out and must abide by the stipulations in the early release policy. Attendance at each site is closely monitored and maintained by site-level leads. Attendance reports are filed semi-annually in ASSIST as required.

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

***EC Section 46120(b)(2):***

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c)

of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

**EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

**EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject

to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework

assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.