2025 Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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916-319-0923

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

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

Name of Local Educational Agency or Equivalent:	Caruthers 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. Caruthers Elementary School
2. Monroe Elementary School

Governing Board Approval Date:	10.24.22
Review/Revision Date:	10.27.25
Review/Revision Date:	

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":
Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":
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. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:
An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage

tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:
These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:
Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan Collaborating with Partners
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 partners in the development and review of the plan.

Quality Programs
The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan
To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan Program Plan Due Dates
All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans
It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

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.

The summer ELOP program will be offered on the Caruthers Elementary School campus and will serve students from both Caruthers Elementary and Monroe Elementary. During the school year, ELOP will be provided at each respective school site.
Student survey data, mental health referrals, and the expert knowledge of the District's counselors, psychologists, and student health support staff will be used to identify students at risk of abuse, neglect, or exploitation and needing additional social-emotional support. Instructional staff and administrators will also assist in placing students in need of those services. The District recognizes that the pandemic and the subsequent impacts on students, staff, and families have created a demand for social-emotional learning as an integral part of the curriculum of the expanded learning program and will ensure it is integrated into those opportunities.

The Caruthers Unified School District's (CUSD) Expanded Learning Opportunities Program (ELO-P) employs several strategies to provide a safe and supportive environment that promotes students' academic, developmental, social-emotional, and healthy physical growth. Safety measures in place include:
* Programs offered on the CUSD school sites will have staff visible to welcome and release students.
* Supervision will be provided with a 20:1 Student-to-staff ratio for grades 1-12 and 10:1 for grades TK and Kindergarten.
* Athletics staff are trained in CPR, safety, & first aid. A Health and Wellness staff member (nurse/health clerk) will be on-call or on-site as needed to provide services for students with special medical needs.
* Emergency contact information will be accessible on-site through access to the student information database and/or enrollment applications.
* All outside, community-based vendors will be vetted using the CUSD process.
* All program staff will be made aware of the ELO-P emergency standard operating procedures, which will include safety information (e.g. evacuation and lockdown procedures, emergency contact information) Program staff strive to build and maintain positive, trusting, nurturing, and supportive relationships with the students and will engage students in activities that develop a sense of community and belonging. The staff will build on and develop skills based on the strengths and interests of the students. The ELO-P will maintain high expectations for behavior, participation, and achievement. CUSD staff will promote and employ the Positive Behavioral Interventions and Support (PBIS) skills they have acquired that are aligned with the regular school day and ELP. Students will be offered opportunities to participate in enrichment classes on-site. Transportation will be provided for regular bus riders to and from the site.

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.

The program fosters an emotionally safe and supportive environment by maintaining a strong focus on the whole child. Staff are attentive to how students enter school each day—their emotions, attitudes, and overall well-being. Teachers remain in tune with students' lives and demeanor, providing care and connection beyond academics. In addition, our school counselor and school psychologist meet regularly with students and are available to offer

individualized support as needed. Social–emotional learning is also intentionally integrated into classroom activities to help students recognize, express, and manage their emotions in healthy ways.

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.

The program will offer different sessions with different enrichment targets, such as visual and performing arts, computer literacy, science and history projects, athletic camps, etc. Other activities that will offer students with enriching experiences may include:

- STEM/Science
- Coding
- Readers Theater
- Sports Camps (teamwork, communication, social connections)
- Visual Arts
- Music
- Performing Arts/Drama
- Culture Development
- Life Skills Class
- Sports Clinics (skill development)
- Community Garden
- Access to High School Gym (open gym)
- Access to Fields and Playground (open fields)
- Summer Book Bag
- Leadership Camp

The program will also offer offsite enrichment activities by allowing students to participate in various field trips. Students will have the opportunity to be exposed to different experiences in new and exciting environments that enhance their critical thinking skills and give students a chance to think about a topic or theme from a different perspective.

3—Skill Building

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

The above-mentioned activities will be highly "hands-on" activities, where students will start and complete various designs and complex projects. In addition to the skills involved in completing a project, instructors will be building other essential skills of teamwork, collaboration, empathy, and emotional intelligence.

Students who may desire help with academic skills will have access to tutoring and skill-building in ELA, Math, English Language Development, History/Social Science, and Science through online and interactive activities. Academic enrichment will help students meet state and local academic standards in the core academic subjects through structured homework support in the after-school and intersession ELP program.

Enrichment activities will be designed to inspire creativity and innovation, as well as increase critical thinking and problem-solving. Presentations of educational enrichment components, including fine arts, recreation, physical fitness, and health activities, will include visual and performing arts, music, physical activity, and healthy lifestyle, recreation, life skills, community service-learning, and other youth development activities based on student's needs and interests. Some activities will reinforce and complement the regular academic program of participating students.

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.

Students will continue to be surveyed annually by the District each Spring. The results of the most recent survey will be used, to the extent possible, to inform program planning. Once underway, students will be periodically surveyed/sampled to assess the program's effectiveness and if it provides the sort of engaging, enriching activities that students enjoy. Survey/sampling opportunities will be designed to meet students' developmental levels. When changes are made based on students' input, school staff will follow up with discussions that reflect on the changes, underscoring for students the power of their voices and how change takes place in an equitable environment. Students will have opportunities to provide input into the structure and content of the program as well as share concerns or interests after every intercession. Staff will discuss the program's content and consider the input from students on what's been working and what can be improved.

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.

Students in the expanded school day program and intersession program will all be served breakfast and lunch that meet USDA standards for nutritious meals. Students in the ELO Program can participate in activities that support physical well-being and stimulate the brain. Stimulating and enriching activities through the ELO Program will keep students engaged in a positive, safe atmosphere throughout the intersession periods.

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.

One of the primary goals of the Caruthers Unified School District is to "maintain a safe and healthy school environment while providing opportunities that develop positive character." Fundamental to this goal are inclusive and equitable practices in our regular and expanded learning programs.

ELO program activities will include skills and content that cultivate an understanding and appreciation of other cultures in order to develop positive attitudes toward fellow students, their families, and the community. The District will use multi-cultural materials and examples as part of instruction in appropriate areas. English Learners will be provided the supports they need to acquire and use specialized language associated with all enrichment activities, which will contribute to broadening their academic vocabulary.

Accommodations will be provided for all students with disabilities who participate in the program, including those outlined in a student's IEP or 504 Plan.

The ELO Program's commitment is to serve all students and parents by providing a safe and fun environment in which students receive academic support and have the opportunity to participate in enrichment opportunities of their choice in a supportive environment.

7—Quality Staff

Staff Engagement

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

The ELO-P will be staffed by a combination of existing CUSD employees and community partners with extensive experience and training in their areas of expertise. ELO-P staff strive to build positive relationships within the program's diverse community of students, staff, and parents. Program staff who directly supervise students must meet the minimum qualifications of a paraprofessional aide with CUSD.

As needed, the District will train and provide appropriate professional learning activities for staff implementing the program.

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)]).

This includes completing forty-eight units from a nationally accredited college or university, an A.A. degree or higher, or the passage of a local assessment test. Staff will follow the same safety screenings and guidance that is completed for a regular school year.

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)]).

Feedback will be collected at the end of each course, and students and families will provide feedback based on their overall experience. Feedback will inform decisions about courses and staff for future ELO Programs.

8—Clear Vision, Mission, and Purpose

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

Our mission is to be united as an educational team with students, parents, teachers, support staff, administrators, governing board and all other participants in the school community.

The vision of the ELO Program matches the Caruthers Unified Schools mission -- to help students explore their academic potential and to build educational opportunities to help them become productive adults. Through enrichment activities and tutoring opportunities that include ongoing modeling and practice, students will be able to exhibit self-respect, self-direction, respect for others, civic responsibility and economic self-sufficiency as they seek their niche in society. The school has extended its mission to look to the future and identify innovative, research-based methods of assisting all students to achieve high standards within a program that allows for exploration of a broad spectrum of activities to excite their curiosity, build their self-confidence, and strengthen their character. Our mission is to be united as an educational team with students, parents, teachers, support staff, administrators, governing board and all other participants in the school community. Our goals include promoting academic achievement for all students, maintaining a safe and healthy school environment, providing opportunities that develop positive character, and guiding and preparing students for postsecondary opportunities.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The ELO Program will be continually developed through a collaborative process that includes students, teachers, parents, and community partners. As the program is implemented, this team will work together to implement the program plan fully, maximize current resources, and determine means to improve the decision-making process.

Each educational partner has specific contributions to make toward program planning:

- The Director of Educational Service will oversee program planning, implementation, and evaluation to ensure all educational partners have a voice in developing and adapting the program.
- The Site Administrators/Principals will oversee program implementation details and needs at the site level.

Teacher/Facilitators -- Organize, implement and support instructional strategies and enrichment activities that engage students in a safe and caring environment that responds to students' unique needs.

- Parents/Families will keep ELOP staff informed about issues that may affect student academics and behavior. Families of program participants will be available for contact during the program hours and to pick up students at the appropriate time. They will provide feedback and assistance to the ELO Program by returning telephone calls, completing surveys, volunteering, or participating in family events. Surveys will be administered to families once a year, allowing them to provide feedback on the effectiveness of the program.
- The FCSS and Other Community Partners will provide expertise and guidance in youth development and offer an outside agency perspective. Community partners and agencies with staff that may provide enrichment activities will be asked to assist in developing and presenting those.

The Director of Educational Services, principal, and teachers will regularly collaborate to plan, implement, and update the expended learning program.

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.

The LEA engaged Community Based Organizations and other non-LEA partners through community meetings, community schools leadership and opportunities to provide feedback through surveys, interviews and talking with educational partners. Community School and MTSS models work directly with the distict and sites closely and this will continue to develop.

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.

A continuous improvement plan will be developed and maintained yearly through a collaborative process that includes all staff, community partners, school site personnel and principals, parents, and youth.

Surveys related to ELO Program services will be provided to students, families, and staff once a year.

ELO Program meetings will take place regularly, facilitated by the Director of Educational Services. In these meetings, the plan will be reviewed for necessary changes and updates. The ELO Program will then be implemented, and the ongoing review process will continue. Changes/updates made to the program plan must be presented to the CUSD Board of Trustees for approval.

The continuous improvement process will also include data and information from students, parents, staff, teachers, principals, and the community to evaluate, update, and continue implementation of the ELO Program.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

- The Director of Educational Services responsibilities include overall program management, including programmatic, fiscal, and compliance, ensuring that the District will comply with all state and federal statutes, regulations, program plans, and eligibility requirements that apply to the ELO Program. The Director of Educational Services will also collaborate with the District's CBO and HR Director to manage the fiscal budget concerning the ELOP program and administer and assess parent surveys and student surveys.

- Site administrator/principal -- Recommend purchases of instructional and enrichment supplies and equipment. Oversee program implementation details and needs. Ensure adequate facilities and collaboration/coordination of regular day and ELO Program, communicating school expectations with ELP staff, and facilitating solutions to potential issues. School site teachers will share classrooms for the ELO Program and information concerning regular day instructional activities. They will provide input on schedules, student needs, and program development to cultivate alignment between the instructional day and after-school program. Students will attend the program regularly, bring all materials and come with a positive attitude towards staff and fellow students. They will be open to new experiences and activities, provide input into the program design, and complete student surveys.

- The demands of the intersession program and increased participation in the regular day expanded learning program may require significantly more oversight than is currently provided by the site administration. In that case, a Program Director position may be requested to provide overall program management, including programmatic, fiscal, and compliance, ensuring that the District will comply with all state and federal statutes, regulations, program plans, and eligibility requirements that apply to the ELO Program. The Director will also collaborate with the District's CBO and HR Director to manage the fiscal budget concerning the ELOP program.

- Due to increased use, the District's facilities may need to be expanded and upgraded. Additionally, the maintenance department will need additional support to ensure classrooms, bathrooms, and fields are maintained. A part-time custodian/maintenance position may be added to this department to ensure clean and safe facilities.

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 Program3. How does this budget reflect the needs of students and families within the community?

ELO-P Program $851,283 for direct instructional staff, support staff, administrative staff, materials and services for direct student and staff use and facility upgrades to support student use
Summer School $750,000 for direct instructional staff, support staff, administrative staff, materials and services for direct student and staff use and facility upgrades to support student use

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

These budgets provide the means to ensure students experience a well-supported and meaningful educational experience that goes beyond the traditional. Student participation and parent encouragement are only possible when the activities offered excite as well as instruct. Staffing costs are high with such intensive strategies and require assistance from teachers as well as aides, admin and support staff.

1 (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)

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

3 (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant?	Yes
Do you have a 21st CCLC Grant?	Yes

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

The District currently has an ASES program that serves our elementary and high schools. The ELO Program funding will support the expansion of services and improve the quality of the enrichment opportunities. The funding will enable intersession engagement during the summer.

The District will follow all program guidelines to develop one comprehensive and expanded learning opportunity program that provides services to all TK-6 grade students who choose to participate.

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. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

Advertisements will be placed in the local newspapers. Vacancies will be placed on Edjoin. A summer training program and onboarding training for all new staff members will take place. The kindergarten student groups will be supervised with a ratio of 10-to-1 but all other age groups will maintain a 20-to-1 pupil-to-staff ratio. The staff supervising kindergarten students will be provided with further professional development on how to interact effectively with younger students.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

All materials will go out in English and Spanish in print materials, electronic through parent square and also teachers will contact families of students.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

All field trips are thoughtfully designed to enhance classroom learning and strengthen connections to state standards. Each experience provides students with meaningful, hands-on opportunities or academic enrichment that supports the curriculum. Field trips are selected to either build background knowledge prior to instruction or reinforce key learning outcomes, ensuring that students make real-world connections to their studies. Anticipated field trips will be scheduled during the fall or spring semesters. These trips will be open to all eligible students, with transportation provided to ensure full participation.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

N/A

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

The regular school day expanded learning program is already integrated with the regular instructional day.

Sample intersession day:
8:00-9:00 Breakfast/Warm-up activities
9:00-10:00 Class 1
10:00-10:20 Break
10:20 - 11:20 Class 2
11:20 - 12:20 Class 3

12:20 - 1:00 Lunch
1:00 - 2:00 Class 4
2:00 - 3:00 Class 5
3:00 - 3:20 Break
3:20 - 4:10 Tutoring/Academic Enrichment
4:10 - 5:00 Class 6

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio
EC Section 46120(b)(2):

Local educational agencies 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.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

(A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served
EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

(A) [Local educational agencies] 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.

(B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components
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.

Third Party Notifications

EC Section 8483.4(b-d):

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an "event" includes any of the following:
   (1) Death of a child from any cause.
   (2) Any injury to a child that requires medical treatment.
   (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
   (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
   (5) Epidemic outbreaks.
   (6) Poisonings.
   (7) Fires or explosions that occur in or on the premises.
   (8) Exposure to toxic substances.
   (9) The arrest of an employee of the third party.
   (C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.