**Expanded Learning Opportunities**
**Program Plan Guide**

# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

# Chula Vista Elementary School District LEAD (Learn, Enrich, Aspire, Develop) 2026-2027 through 2028-2029

Prepared by:
Expanded Learning Division

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

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

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

**Local Educational Agency (LEA) Name: Chula Vista Elementary School District**

**Contact Name: Omar Calleros**

**Contact Email: omar.calleros@cvesd.org**

**Contact Phone: (619)425-9600 x181317**

California Departmentof Education
Updated July 1, 2026

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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.

- Allen, Ella B. Elementary
- Camarena, Enrique S. Elementary
- Casillas, Joseph Elementary
- Castle Park Elementary
- Chula Vista Hills Elementary
- Clear View Elementary
- Cook, Hazel Goes Elementary
- Eastlake Elementary
- Finney, Myrtle Elementary
- Halecrest Elementary
- Harborside Elementary
- Hedenkamp, Anne & William Elementary
- Heritage Elementary
- Hilltop Drive Elementary
- Jeffers, Fahari Elementary
- Juarez-Lincoln Elementary
- Kellogg, Karl H. Elementary
- Lauderbach, J. Calvin Elementary
- Liberty Elementary
- Loma Verde Elementary
- Los Altos
- Marshall, Thurgood Elementary
- McMillin, Corky Elementary
- Montgomery, John J. Elementary
- Muraoka, Saburo Elementary
- Olympic View Elementary
- Otay Elementary
- Palomar Elementary
- Parkview Elementary
- Rice, Lillian J. Elementary
- Rogers, Greg Elementary
- Rohr, Fred H Elementary
- Rosebank Elementary
- Salt Creek Elementary
- Silver Wing Elementary
- Sunnyside Elementary
- Tiffany, Burton C. Elementary
- Valle Lindo Elementary
- Valley Vista Elementary
- Veterans Elementary
- Vista Square Elementary
- Wolf Canyon Elementary
- Sonia Sotomayor

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## Purpose

This program plan is required by *EC* Section 46120(b)(2). In this program plan, Chula Vista Elementary School District describes program activities that support the whole child, and students' Social and Emotional Learning 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 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.

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## 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.

The program will be held at Chula Vista Elementary School District sites, utilizing classrooms, computer labs, multi-purpose rooms, MPR, and outdoor field areas. The program will provide a safe environment where children can learn new skills, reinforce academic concepts, and participate in age- appropriate enrichment and social skill–building activities.

In the LEAD program, only an authorized adult aged 18 or older may pick up students. All adults signing students out must present a valid photo ID. Students may not sign themselves out or be released to a sibling under the age of 18. Students will only be released to individuals listed on the program application. Any changes to the application may be made by the custodial parent or legal guardian at the time of registration.

Chula Vista Elementary School District's LEAD Clubs Program is offered at all district schools. LEAD Clubs provide a variety of educational and enrichment opportunities that vary by site. Examples include academic support, dance, cooking, theater, robotics, music, sports, and more. Students participating in LEAD Clubs learn new skills and engage with peers in a physically and emotionally safe environment.

In accordance with ELO-P requirements, Chula Vista Elementary School District and community partners will maintain a 1:20 staff-to-student ratio for grades 1–6 and a 1:10 ratio for transitional kindergarten (TK) and kindergarten students.

The State of California considers all Chula Vista Elementary School District employees and LEAD staff members to be Mandated Reporters of child abuse. If abuse is suspected, the appropriate authorities will be contacted, including the school site principal and designated district personnel. In the event of an accident or injury, Chula Vista Elementary School District will notify the parent or guardian immediately. Serious injuries requiring medical attention will prompt immediate contact with emergency responders.

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## 2—Active and Engaged Learning

**Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.**

The ELO Program, renamed LEAD (Learn, Enrich, Aspire, Develop), will use techniques that aligned with the core instructional day to support students. LEAD staff will work in close collaboration with an appointed school liaison—such as the site principal or a resource teacher—to ensure tutoring aligns with core standards and meets students' needs.
Students will also have access to technology during the educational literacy component to support tutoring services and enhance digital learning.

The program will provide students with opportunities to share feedback through quarterly surveys, which will guide the future development of program activities.

LEAD Academy will offer intersession programs during Fall Break, Spring Break, and Summer Break. These sessions will include enrichment in academics, sports, social-emotional wellness, and other enrichment activities.

Enrichment activities will include coding, sports, drama, photography, music, dance, chess, and gardening and specialized vendors. Chula Vista Elementary School District has partnered with the online registration platform Jumbula to manage registration and attendance. With district oversight, site staff will recruit instructors, community members, and vendors specifically for expanded learning programming. Site staff will collaborate with district leadership to determine vendor selection each quarter. They will also provide the district and CBO leadership teams with schedules outlining when each enrichment vendor is on campus.

Individual school sites will additionally offer their own enrichment activities and academic support in accordance with ELO Program guidelines.

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## 3—Skill Building

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

Students in the LEAD Program will have access to a wide range of enrichment opportunities, including sports clinics, Visual and Performing Arts (VAPA), gardening, and Science, Technology, Engineering, and Mathematics (STEM) activities. Service-learning projects will also provide students with meaningful, hands-on experiences that build real-world skills. In addition to these specialized programs, students will have access to tutoring and structured physical activity that reinforce healthy study habits and promote overall wellness.

Chula Vista Elementary School District will collaborate with its labor representative groups to provide opportunities for school site staff to offer enrichment and academic activities. Participating staff will be compensated for their time and expertise.

The district will also continue its partnership with the YMCA of San Diego County to support the enrichment portion of the program. Specialized vendors coordinated through this partnership will provide skill-building activities 2–3 times per week, ensuring students benefit from high-quality, engaging and enrichment experiences facilitated by trained professionals.

## 4—Youth Voice and Leadership

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

Students input is critical to program design. Students in the ELO Program will be able to select which enrichment program best supports their interest(s). Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after-school.

The enrichment offerings will be aligned to the feedback gathered by the students in each grade level. Site Staff provides quarterly online surveys for students to share feedback on current enrichment classes. The surveys provide input on current and enrichment classes they want to take in the future. The surveys are reviewed by Site Staff, Chula Vista Elementary School District, and the YMCA leadership team. The enrollment and attendance of the enrichment programs will be monitored to determine if the enrichment program should be offered in the next or future enrichment cycle.

Sites are encouraged to implement Service-learning projects to connect students to their community. To give students the ability to solve problems in their community, a partnership with local community-based organizations may be established.

The ELO- Program was designed based on student and parent focus group feedback. Data showed parents and students wanted more opportunities for VAPA, physical wellness/nutrition, hands on learning and field trips that reinforced students' interest. The program sends out additional surveys to gain additional feedback pertaining to students' interest in the program and will use the information to plan future activities.

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## 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.**

The ELO Program will align its wellness initiative with the district's wellness policy. The ELO Program will collaborate with the Chula Vista Elementary School District's designated staff to support students' health and wellness goals. Also, the program will ensure that students have a physical fitness component included to promote healthy physical exercise. Physical fitness components will also include a nutritional emphasis. All students will participate in structured daily Moderate and Vigorous Physical Activities (MVPA) that teach team building, and healthy physical structured play.

Please refer to Chula Vista Elementary School District's Wellness Policy (BP 5030)

The ELO Program will include discussions, lessons, and promotion of healthy snacks and meal options. The district's Child Nutrition Services (CNS) department will provide a snack during the after-school portion of the program. Additionally, CNS will provide breakfast, lunch and snacks during the six designated LEAD Academy intersession programs (locations TBD on an annual basis). Child Nutrition Services will ensure all snacks and meals meet healthy nutrition standards. If needed, Chula Vista Elementary School District will work with an outside catering service to provide lunches for the LEAD Academy Intersession Program.

Social and Emotional Learning (SEL) practices will be included in all components of the program. The practices include welcoming and engaging all participants and families, engaging in communication circles and a debrief of the day before the end of the program day. The ELO Program will work with the district's designated staff to ensure SEL components are properly implemented in the program.

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## 6—Diversity, Access, and Equity

**Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity.**
**Describe how the ELO-P will provide access and opportunity for students with disabilities.**

The Chula Vista Elementary School District is committed to breaking down barriers that limit access to our most vulnerable students. We have systems in place to ensure that our Foster Youth and McKinney-Vento students have priority enrollment, access, and transportation for our LEAD Academy as well as our LEAD Hub Program.

Our unduplicated students will have priority enrollment and access to all programs.

For students with disabilities, the ELO Program will provide support to staff who have training in working with students with special needs. Students will be provided with necessary accommodations to access the programs based on their disabilities.

The ELO Program will expose students to cultures and heritages different from their own. Field trips to museums, science centers, and college campuses for all grade levels will broaden and enrich the student's appreciation of the diverse world in which they live. In addition to field trips, the program will highlight cultural events such as Black History Month.

The program offers an opportunity for at-promise students to feel successful with their interactions with adults and peers. The program's enrichment components (e.g., student clubs, sports, and enrichment, etc.) provide students who experience academic challenges with opportunities to develop, improve, and excel in other avenues not confined solely to academics. These programs will be inclusive and committed to serving the needs of students.

## 7—Quality Staff

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

ELO Program staff must have passed a background clearance, Pediatric CPR certified, First Aid trained (for HUB Staff), and possess 60 units in child development or pass the District Instructional Aide test.

Newly hired staff will go through a one-on-one training plan that includes a shadowing process on daily/weekly program schedules, behavior management techniques, classroom management, and flow of the program day.

Program leadership will conduct regular site visits to build intentional relationships with school administration, staff, parents, and students.

The district contacts will work closely with YMCA Program leadership to ensure district goals and areas of focus are being implemented. District contacts will provide support to the ELO Program by conducting site visits and guidance on program components. The YMCA is contracted to oversee the LEAD Hub component of our program.

## 8—Clear Vision, Mission, and Purpose

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

The Chula Vista Elementary School District and the Expanded Learning Opportunities Program offer equitable before and after school programming to all students and families. The Expanded Learning Opportunities Program is dedicated to making sure all students have access to a wide variety of enrichment and academic activities that ensure all students are successful while providing social and emotional support.

## 9—Collaborative Partnerships

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

The Chula Vista Elementary School District has partnered with the YMCA of San Diego County to assist with the before-and after-school programs including The LEAD Academy Intersession Program. The district and YMCA are working together to obtain outside collaborative partners to support the enrichment activities for after school, and LEAD Hub and Academy Intersession Program.

The Chula Vista Elementary School District is partnering with current district staff and outside vendors that will offer various enrichment activities across the district and in the LEAD Clubs, LEAD Hub, LEAD Sports and LEAD Academy intersession program.

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## 10—Continuous Quality Improvement

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

The Continuous Quality Improvement process will work with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are met, and program improvement and accountability are occurring. The YMCA and Chula Vista Elementary School District will identify key quality standards that will be the focus of the year. Collectively with site leadership, program administration will establish monthly program goals and focuses. Ongoing technical assistance and resources will be provided to each school site. Through ongoing stakeholder surveys, results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with site administration, parents, staff, and students through meetings, bulletins, and/or letters.

## 11—Program Management

**Describe the plan for program management.**

Chula Vista Elementary School District has created a district department to oversee all operations and quality for the LEAD program. A Department Director oversees the district's operations. To assist with district supervision, two Program Coordinators will assist with site and operations supervision. To assist the coordinators, there are two Site Lead Supervisors that also assist with daily operations and serve as a site substitute. Each school site has a Site Lead that oversees ELO-Program for their school site. They are responsible for all operations and administrative tasks for their school site, including the oversight of all vendor services. This promotes the stabilization of a Single Comprehensive Program.

In addition, the Chula Vista Elementary School District is working with the YMCA of San Diego County to operate the before and after-school programs. The YMCA will have the following school site level staff: Site Supervisor, Assistant Site Supervisor, and Youth Leaders to work directly with students and families daily. The YMCA will also have higher level staff including Executive Director, Associate Executive Director and Program Director that work closely with the Chula Vista Elementary School District contacts on the program design and program implementation. At the District, the Expanded Learning Program Specialist will work closely with District leadership to ensure implementation and management of the program.

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## 12—Attendance Recovery

**Describe how the program will implement Attendance Recovery in alignment with ELO-P guidelines.**

Beginning with the 2026-27 school year, Chula Vista Elementary School District will offer an Attendance Recovery component through the LEAD Academy, aligned with California's Attendance Recovery policy and California Department of Education ELO-P guidance. Attendance Recovery is an optional program that allows the District to recover Average Daily Attendance (ADA) funding while providing students with additional structured academic support outside the regular school day.

Attendance Recovery will be available to transitional kindergarten through sixth grade (TK-6) students and will be offered in conjunction with the District's existing ELO-P programming to realize fiscal efficiencies and expand student access to expanded learning opportunities. Students will engage in supplemental instruction that reinforces core academic standards and supports engagement and instructional continuity, complementing rather than duplicating the instructional day.

The District will track and report Attendance Recovery participation through CALPADS in accordance with CDE requirements. Site Leads will coordinate with classroom teachers and school administration to identify eligible students, communicate program availability to families, and ensure Attendance Recovery sessions are staffed consistent with ELO-P ratio and staff qualification requirements.

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## General Questions

### Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

***ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.***

The ELOP funding will allow our schools to increase service offerings in academics, wellness and enrichment and give ALL students and families the flexibility to participate based on their needs and interests. Funding will promote active and engaged learning opportunities for students not currently in After School Education and Safety (ASES) and LEAD Hub. By establishing outside community partnerships, students will gain access to STEM, visual and performing arts programs, cultural awareness, sports, and service-learning opportunities. The funds will enable students to enhance and expose them to continuous learning opportunities and potential career paths in the future. The design will increase access to educational and enrichment services beyond ASES and LEAD Hub current offerings. Currently, ASES and LEAD Hub are limited to the number of students that have access to the program, based on funding levels. ELOP funding will allow LEAD Hub and ASES to increase the number of students access to educational and enrichment services, it will enhance program vision and mission and goals of providing a safe environment and a variety of opportunities that enrich the lives of children and youth.

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## Transitional Kindergarten and Kindergarten

***Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil- to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children.***
***How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?***

The Chula Vista Elementary School District Early Childhood Education Department will collaborate with internal staff and contracted partners to develop and implement age-appropriate enrichment curricula designed specifically for Transitional Kindergarten (TK) and Kindergarten students. The department will serve as a resource to ensure that all educational enrichment activities align with early childhood development best practices and are adapted to meet the unique needs of young learners. In addition, the Early Childhood Education Department will provide quarterly professional development and training opportunities for staff working directly with TK and Kindergarten students. Contracted vendors will recruit and hire qualified instructional aides to support the after-school program, ensuring a seamless transition and continuity of care for Transitional Kindergarten students. Dedicated program spaces and developmentally appropriate activities will be provided to create a safe, engaging, and supportive learning environment.

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## Sample Program Schedule

***Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.***

**LEAD Academy Sample Program Schedule (Intersession Program)**

| Activity/Duration | Time | Monday- Friday |
|---|---|---|
| **SS & AS Arrival & Prep (15min)** | 7:00-7:15am | Set up materials & area for Student Check-In |
| **Staff Prep/Set up (15min)** | 7:15-7:30am | Formula Five |
| **Check-In & Breakfast (30min)** | 7:30-8:00am | [1, 2, 3 Check]<br>Breakfast & Clean-Up<br>SEL Check Ins |
| **Assembly (15min)** | 8:00-8:15am | **DYK**: Fact<br>**A**: Answer |
| **BWB (10min)** | 8:15-8:25am | **Transitions & Prep for Vendors** |
| **Vendor Rotations (Olders) or Breakfast & Team Building (Youngers) (60min)** | 8:30-9:30am | **Vendor**<br>**Vendor**<br>**Team Building Activity**<br>Name Here |
| **BWB (10min)** | 9:30-9:40am | **Transitions & Prep for Vendors** |
| **Vendor Rotations (Youngers) or Brain Power Activity (Olders) (60min)** | 9:45-10:45am | **Vendor**<br>**Vendor**<br>**Brain Power Activity**<br>Name Here |
| **BWB (15min)** | 10:45-11:00am | **Transitions & Prep for Lunch** |
| **MVPA (30min)** | 11:00am-11:30am | **Pink: Game Name**<br>**Yellow: Game Name**<br>**Teal: Game Name**<br>**Orange: Game Name**<br>**Green: Game Name**<br>**Red: Game Name**<br>**Purple: Game Name**<br>**Blue: Game Name**<br>**Grey: Game Name** |

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| | | |
|---|---|---|
| **Lunch (60min)** | 11:30am-12:30pm | Assigned Lunch Area |
| | | Clean-Up starts at 11:50pm |
| | | AM Dismissal?? |
| **MVPA (15min)** | 12:30-12:45pm | **Pink: Game Name** |
| | | **Yellow: Game Name** |
| | | **Teal: Game Name** |
| | | **Orange: Game Name** |
| | | **Green: Game Name** |
| | | **Red: Game Name** |
| | | **Purple: Game Name** |
| | | **Blue: Game Name** |
| | | **Grey: Game Name** |
| **BWB (15min)** | 12:45-1:00pm | **Transitions & Prep for Vendors** |
| **Vendor Rotations or ART Activity (60min)** | 1:00-2:00pm | **Vendor** |
| | | **Vendor** |
| | | **ART Activity** |
| | | Name Here |
| **BWB (15min)** | 2:00-2:15pm | **Transitions & Prep for Vendors** |
| **Vendor Rotations or ART Activity (60min)** | 2:15-3:15pm | **Vendor** |
| | | **Vendor** |
| | | **ART Activity** |
| | | Name Here |
| **BWB (15min)** | 3:15-3:30pm | **Transitions & Prep for Closing Assembly** |
| **Closing Assembly (30min)** | 3:30-4:00pm | |
| **Sign-Out & Dismissal (30min)** | 3:30-4:30pm | Math24, Chess, Board Games, Skill Struck Until last student pick-up |

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

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

> [LEAs] operating expanded learning opportunities programs may operate a before school component of a program, and 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, and 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 programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

> On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

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

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

[LEAs] shall prioritize services provided pursuant to this section at school sites 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. The approval of the program site supervisors shall be subject to the school site principal's approval. 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.