

**Expanded Learning Opportunities
Program Plan Guide**

SKUSD Board Approved

Date: 9/2/21 *te*

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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

Board Approved: September 2, 2026

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

Local Educational Agency (LEA) Name: Southern Kern USD
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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. Rosamond Elementary School - TK - Grade 5
2. Westpark Elementary School - TK - Grade 5
3. Tropico Middle School - Grade 6
4. _____
5. _____
6. _____
7. _____
8. _____

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

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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>.

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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.

Southern Kern Unified School District provides Expanded Learning Opportunities Program services primarily at Rosamond Elementary School, Westpark Elementary School, and Tropico Middle School. Operating on district campuses allows students to remain in familiar environments with access to established facilities, safety procedures, and emergency resources. The district may also provide approved off-site educational and enrichment activities. When activities occur off campus, families receive information about the location, purpose, schedule, supervision, and transportation arrangements. The district provides or coordinates appropriate transportation and maintains required student-to-staff ratios.

Program staff follow district and school-site safety plans, emergency procedures, supervision requirements, and student-release protocols. Staff receive training appropriate to their responsibilities, including emergency response, mandated reporting, first aid and cardiopulmonary resuscitation, student supervision, incident documentation, and safe dismissal procedures. Attendance is monitored throughout the program day, and students are released only according to established district procedures.

Accidents, injuries, and other health or safety concerns are documented and reported according to district procedures. Student health and emergency information, including allergies, medications, emergency contacts, and documented accommodations, is maintained securely and made available to authorized staff as needed to support student safety.

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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.

Southern Kern Unified School District promotes an emotionally safe and supportive environment through positive relationships, clear expectations, predictable routines, and inclusive practices. Staff create welcoming spaces where students feel respected, valued, and comfortable asking for help.

Social-emotional learning is incorporated through age-appropriate lessons, group discussions, collaborative activities, conflict-resolution strategies, and opportunities for reflection. Students develop skills such as self-awareness, self-management, responsible decision-making, empathy, communication, and relationship building. Staff model these skills and use positive, developmentally appropriate approaches to support student behavior.

Program staff monitor students' emotional well-being and respond to concerns according to district procedures. When additional support is needed, staff communicate with families and coordinate with appropriate school or district personnel. Student feedback and observations are also used to strengthen school connectedness and improve the program environment.

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3—Skill Building

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

Southern Kern Unified School District provides active and engaged learning through hands-on, student-centered experiences that complement, but do not duplicate, the regular instructional day. Activities are designed to build upon students' interests and provide opportunities to explore concepts through creativity, collaboration, movement, problem-solving, and real-world application.

Programming may include science, technology, engineering, and mathematics activities; visual and performing arts; sports and physical recreation; literacy and academic support; clubs; leadership development; social-emotional learning; and other enrichment opportunities. Students are provided choices when appropriate and are encouraged to ask questions, work with others, and demonstrate their learning in different ways.

Staff use developmentally appropriate strategies, small-group activities, projects, and interactive learning experiences to respond to students' strengths and needs. Program offerings are reviewed using student participation, feedback, staff observations, and family input to maintain engaging and relevant expanded learning opportunities.

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4—Youth Voice and Leadership

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

Southern Kern Unified School District incorporates student voice by providing regular opportunities for students to share their interests, needs, and ideas regarding expanded learning activities. Staff gather input through surveys, group discussions, informal check-ins, reflection activities, and student feedback.

Students are encouraged to exercise leadership by helping plan and facilitate activities, serving as peer mentors, supporting younger students, leading group projects, assisting with special events, and presenting or showcasing their work. Leadership opportunities are designed to be developmentally appropriate and supported by program staff.

Students also participate in program quality assessment by providing feedback about their experiences, sense of belonging, preferred activities, and recommendations for improvement. Program staff review student input alongside participation information and observations to guide activity selection, program planning, and continuous improvement.

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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 programing.

Southern Kern Unified School District promotes healthy choices through nutrition, physical activity, social-emotional learning, and age-appropriate wellness practices. Students are encouraged to develop healthy habits, make responsible decisions, build positive relationships, and understand the connection between physical and emotional well-being.

Nutritious meals and snacks are provided in coordination with the district's Child Nutrition Services Department. Food served during program hours complies with applicable state and federal nutrition standards. Menus may be adjusted based on program schedules, student needs, available meal programs, and current nutritional guidance.

Students are provided regular opportunities for developmentally appropriate physical activity, including organized sports, structured games, fitness activities, outdoor recreation, movement, and student-selected play. Activities are designed to be inclusive and may be adapted to support students' ages, abilities, interests, and individual needs.

Examples of snacks and meals served in the ASES program include:

- Whole-grain muffin, fresh fruit, and milk
- Pretzels, string cheese, and fruit
- Yogurt, whole-grain crackers, and fruit
- Chicken and cheese quesadilla, carrots, fruit, and milk
- Chicken Caesar wrap, celery, fruit, and milk

All menus are planned or approved by SKUSD Food Services and meet the applicable state and federal meal-pattern and nutrition requirements.

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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.

Southern Kern Unified School District designs its Expanded Learning Opportunities Program to be inclusive and responsive to the cultural, linguistic, and individual needs of participating students. Program activities, materials, and learning experiences reflect diverse backgrounds, perspectives, abilities, and interests while promoting respect, belonging, and positive interactions among students.

Program information is communicated to families through culturally and linguistically appropriate methods, including translated materials and interpretation support when needed. Enrollment procedures, transportation, staffing, and program resources are reviewed to identify and reduce barriers that may prevent eligible students from participating.

Students with disabilities are provided meaningful access to the program. The district collaborates with families and appropriate school or district personnel to identify reasonable accommodations and supports based on individual needs. These may include adapted activities, accessible materials or facilities, additional staffing, specialized equipment, communication assistance, or other services necessary for safe and equitable participation.

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7—Quality Staff

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

Staff members who directly supervise students must meet the district's minimum qualifications for an instructional aide. At a minimum, employees must possess a high school diploma or equivalent and demonstrate the knowledge and skills required for their assigned position. When applicable to the position or funding source, employees must also meet district requirements through qualifying college coursework, an associate degree or higher, or successful completion of a district-approved proficiency assessment.

Before beginning employment, staff must complete all required background, fingerprint, health, and safety clearances in accordance with state law and district policy. This includes Department of Justice and Federal Bureau of Investigation clearances, tuberculosis screening, and any additional requirements associated with the employee's assignment. Volunteers and contracted personnel are screened according to applicable legal and district requirements.

The program maintains a pupil-to-staff ratio of no more than 10:1 for groups serving transitional kindergarten or kindergarten students and no more than 20:1 for students in grades one through six. Mixed-age groups that include transitional kindergarten or kindergarten students follow the 10:1 ratio. Program leaders monitor enrollment, daily attendance, staff assignments, and absences and adjust staffing or group assignments as needed to maintain required ratios.

REQUIREMENTS FOR ALL CLASSIFIED EMPLOYEES

Verification of High School Diploma or GED.

Fingerprint clearance through the Department of Justice and FBI

ASES/ELOP Instructors

Every Student Succeeds Act Compliance

AA or AS degree from an institution of higher learning or the equivalent or 48 semester units or

Pass a District administered assessment

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8—Clear Vision, Mission, and Purpose

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

The Southern Kern Unified School District Expanded Learning Opportunities Program is aligned with the district's commitment to developing the whole child and providing students with safe, supportive, and engaging learning environments.

Vision: Every participating student will feel safe, connected, valued, and empowered while developing the academic, social, emotional, creative, and physical skills needed to thrive in school and beyond.

Mission: The program provides equitable access to high-quality expanded learning experiences that complement the instructional day through academic support, enrichment, physical activity, social-emotional learning, student leadership, and meaningful partnerships with families and the community.

Purpose: The program's purpose is to provide students with additional time, relationships, and opportunities to explore their interests, strengthen essential skills, build confidence, and experience a sense of belonging. Program decisions are informed by student and family needs, participation information, feedback, and continuous quality improvement.

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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.

Southern Kern Unified School District gathers student and family input during the development and review of the ELO-P Program Plan through surveys, advisory groups, school-site meetings, program feedback, and other engagement opportunities. Input regarding program schedules, activities, access, student needs, and family experiences is considered when identifying program priorities and areas for improvement.

Throughout the year, families receive information about registration, attendance expectations, schedules, transportation, activities, meals, safety procedures, and program updates through culturally and linguistically appropriate communication methods. Translation and interpretation support are provided as needed to encourage meaningful participation.

Students and families may provide ongoing feedback through surveys, conversations with staff, meetings, family events, and other district communication channels. Program leaders review this feedback along with participation data and staff observations to guide activity planning, address concerns, and support continuous improvement.

Southern Kern Unified School District engages community-based organizations and other non-LEA partners through planning discussions, needs assessments, program feedback, and opportunities to identify services and resources that support students and families. Partners may include county agencies, institutions of higher education, youth-serving organizations, public agencies, community service providers, and other organizations aligned with program goals.

The district directly administers the ELO-P and maintains responsibility for program oversight, compliance, student safety, fiscal accountability, and continuous improvement. Community partners may support implementation by providing enrichment activities, professional learning, student and family services, community resources, or specialized expertise. All partnerships are reviewed to ensure alignment with district policies, student needs, and ELO-P requirements.

ELO-P is coordinated with district initiatives, including Community Schools and the Multi-Tiered System of Support, to reduce duplication and provide connected academic, behavioral, social-emotional, attendance, and family supports. District and program leaders communicate with appropriate departments, school sites, and partners to identify student needs, coordinate available resources, and strengthen access to services.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Southern Kern Unified School District uses a continuous cycle of assessment, reflection, planning, and improvement to evaluate the quality and effectiveness of its Expanded Learning Opportunities Program. Information is collected through student and family surveys, staff feedback, program observations, attendance and participation records, incident information, student reflections, and demonstrations of learning.

When appropriate, the district reviews information related to school connectedness, social skills, self-management, communication, collaboration, perseverance, conflict resolution, leadership, and other program goals. Information is reviewed in aggregate and maintained in accordance with applicable student privacy and record-retention requirements.

Program and site leaders review available information to identify strengths, participation patterns, unmet needs, and areas requiring improvement. Findings are used to adjust activities, schedules, staffing, professional development, family communication, student supports, and program resources.

Continuous Quality Improvement findings and actions are documented and reviewed at least annually. Students, families, staff, and community partners are provided opportunities to contribute feedback and help determine priorities for the following program cycle.

11—Program Management

Describe the plan for program management.

Southern Kern Unified School District maintains policies and procedures to ensure consistent, safe, and compliant ELO-P operations.

Enrollment and Program Access

The district communicates program availability to eligible families using culturally and linguistically appropriate methods. Families complete a district-approved registration form containing student, emergency, health, and authorized-release information, along with acknowledgment of program expectations. When ELO-P and ASES operate as one comprehensive program, the district separately tracks enrollment, attendance, expenditures, and reporting for each funding source. Enrollment practices meet applicable offer-and-access requirements. If demand exceeds available capacity, the district may use an objectively administered waitlist and notify families as space becomes available.

Attendance and Student Release

Staff record each student's daily arrival and departure and review records for accuracy. Attendance information supports student safety, program monitoring, reporting, and continuous quality improvement. Students are released only to authorized individuals following established identification and sign-out procedures. Independent sign-out is permitted only when written parent or guardian authorization is on file and district requirements are met.

Safety, Staffing, and Supervision

Staff follow district and school-site emergency, health, safety, and supervision procedures. Accidents, injuries, behavioral incidents, and other concerns are documented and reported, with families or emergency services contacted as required. Program leaders monitor enrollment, attendance, staffing, and absences to maintain required ratios: no more than 10 TK or kindergarten students or 20 students in grades one through six per staff member. Staffing may be increased based on student needs, activities, or safety considerations.

Documentation and Review

Enrollment, attendance, release, staffing, training, incident, fiscal, and program records are securely maintained in district-approved systems and retained according to applicable legal, audit, confidentiality, and district requirements. Access is limited to authorized personnel. District and program leaders regularly review these procedures and revise forms and processes as needed to reflect changes in law, district systems, or program needs.

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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.

Southern Kern Unified School District coordinates ASES and ELO-P as one comprehensive expanded learning program. The programs may share facilities, qualified staff, schedules, activities, transportation, meals, safety procedures, professional development, and administrative support. When program requirements differ, the district applies the most stringent applicable requirement.

Students funded through ASES are identified and tracked according to ASES enrollment and attendance requirements. ELO-P funding is used to expand access beyond the capacity supported by ASES and to provide eligible students with additional school-day, summer, and intersession expanded learning opportunities. The district communicates the program to families as a coordinated expanded learning system while maintaining appropriate enrollment, attendance, fiscal, and reporting records for each funding source.

Program and fiscal staff coordinate expenditures to ensure that costs are allocated proportionately, documented appropriately, and not charged to more than one funding source. Participation data, student and family needs, program capacity, and continuous improvement findings are used to determine how available resources will be combined to support equitable access and high-quality programming.

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?

Southern Kern Unified School District provides ELO-P access to transitional kindergarten and kindergarten students at its elementary program sites. Programming begins after the instructional day and includes check-in, a meal or snack, structured and student-selected activities, physical movement, social-emotional learning, enrichment, quiet activities, and dismissal. Activity periods are designed to be shorter and include frequent transitions, movement, choice, and opportunities for rest as appropriate for younger students.

The district recruits staff through established personnel procedures and assigns employees based on program needs, qualifications, experience, and ability to work effectively with young children. Staff working with transitional kindergarten and kindergarten students receive training and support related to child development, age-appropriate behavior guidance, positive relationships, safety and supervision, social-emotional development, inclusive practices, and developmentally appropriate learning through play and exploration.

The program maintains a pupil-to-staff ratio of no more than 10:1 for groups serving transitional kindergarten or kindergarten students. Program leaders monitor registration, daily attendance, staffing assignments, and absences. Group assignments, enrollment, and staffing are adjusted when necessary to maintain the required ratio. Mixed-age groups that include transitional kindergarten or kindergarten students also follow the 10:1 ratio.

Activities emphasize hands-on learning, play, creativity, language development, early literacy and numeracy, sensory exploration, social interaction, and physical development. Materials, routines, facilities, and expectations are adapted to students' ages, abilities, and individual needs. Program staff coordinate with families and appropriate school personnel to support continuity, accommodations, and successful participation.

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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?

Southern Kern Unified School District communicates the availability of ELO-P to eligible students and families through multiple district and school-site communication channels. Information is provided in culturally and linguistically appropriate formats, including translated written materials and interpretation support when needed. Communications explain program locations, schedules, activities, transportation, enrollment procedures, and family expectations.

Registration forms are distributed electronically and may also be provided in paper form through school sites or district offices. Families complete a district-approved form containing student information, emergency contacts, authorized release information, health considerations, transportation needs, and acknowledgment of program procedures. A parent or guardian provides an electronic or written signature before enrollment is completed.

Completed forms are stored securely using district-approved electronic or physical recordkeeping systems. Access is limited to authorized personnel, and records are retained according to applicable confidentiality, program, fiscal, audit, and district requirements. When ASES and ELO-P operate together, the district separately identifies and maintains the records necessary to document participation under each funding source.

The district provides ELO-P access consistent with applicable statutory requirements and monitors registration, enrollment, staffing, and program capacity throughout the year. Transportation is provided or coordinated as required to ensure that transportation does not prevent an eligible student from accessing the program. Families receive information regarding available transportation, schedules, pickup locations, and dismissal procedures.

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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.

At the time of this Program Plan's approval, Southern Kern Unified School District has not identified specific ELO-P-funded field trips. Field trips are not required components of the program and will be offered only when they provide a clear educational or enrichment benefit connected to ELO-P activities.

Any future ELO-P-funded field trip will be planned and coordinated specifically for the expanded learning program and will not be used to support a field trip provided through the regular instructional day. The district will document the trip's purpose, intended learning outcomes, educational significance, location, date, duration, participating grade levels, and transportation arrangements before approval.

Field trips will follow applicable district policies and ELO-P requirements. Participating staff will meet district minimum qualifications, required pupil-to-staff ratios will be maintained, and families will receive advance information and permission materials. The district will also address transportation, accessibility, student health and safety needs, emergency procedures, attendance, supervision, and accommodations for students with disabilities.

ELO-P funds will not be used for trips that are solely for entertainment. Program and fiscal staff will review proposed expenditures to ensure that each trip is reasonable, necessary, allowable, appropriately documented, and aligned with the educational or enrichment components described in this Program Plan.

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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.

K-2 Sample Schedule

Time	Program component	Element
7:30 a.m.– 1:55 p.m.	Instructional day, including recess and meals	Regular school day
2:00–2:30 p.m.	Check-in, attendance, snack, and transition	Student support
2:30–3:15 p.m.	Homework assistance, tutoring, literacy, mathematics, or academic practice	Educational and literacy element
3:15–4:00 p.m.	Structured physical activity, sports, games, or outdoor recreation	Educational enrichment element
4:00–4:30 p.m.	Hands-on science, technology, engineering, arts, or project-based activities	Educational enrichment element
4:30–5:15 p.m.	Clubs, creative activities, leadership, or student-selected enrichment	Educational enrichment element
5:15–5:40 p.m.	Meal and social interaction	Nutrition and relationship building
5:40–6:00 p.m.	Social-emotional learning, reflection, organized dismissal, and student release	Student support and enrichment

Site schedules may be adjusted based on school bell schedules, student age, transportation, minimum days, and program needs. The district reviews each site's annual schedule to ensure that the instructional day, recess, meals, and expanded learning opportunities combine to provide no fewer than nine hours on every required instructional day.

On minimum days, ELO-P begins immediately following dismissal and provides additional educational, enrichment, physical activity, nutrition, and student-support programming through the established program closing time. Each site maintains a schedule demonstrating compliance with the nine-hour requirement.

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3rd-5th Sample Schedule

Time	Program component	Element
7:30 a.m.– 1:55 p.m.	Instructional day, including recess and meals	Regular school day
2:00–2:30 p.m.	Check-in, attendance, snack, and transition	Student support
2:30–3:15 p.m.	Homework assistance, tutoring, literacy, mathematics, or academic practice	Educational and literacy element
3:15–4:00 p.m.	Hands-on science, technology, engineering, arts, or project-based activities	Educational enrichment element
4:00–4:30 p.m.	Structured physical activity, sports, games, or outdoor recreation	Educational enrichment element
4:30–5:15 p.m.	Clubs, creative activities, leadership, or student-selected enrichment	Educational enrichment element
5:15–5:40 p.m.	Meal and social interaction	Nutrition and relationship building
5:40–6:00 p.m.	Social-emotional learning, reflection, organized dismissal, and student release	Student support and enrichment

Site schedules may be adjusted based on school bell schedules, student age, transportation, minimum days, and program needs. The district reviews each site's annual schedule to ensure that the instructional day, recess, meals, and expanded learning opportunities combine to provide no fewer than nine hours on every required instructional day. On minimum days, ELO-P begins immediately following dismissal and provides additional educational, enrichment, physical activity, nutrition, and student-support programming through the established program closing time. Each site maintains a schedule demonstrating compliance with the nine-hour requirement.

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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 school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

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

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

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

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

For at least 30 non-school days, 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

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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.