



Expanded Learning Opportunities Program Plan

Local Educational Agency Name	Contact Name and Title	Email and Phone
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The Expanded Learning Opportunities (ELO) Program Plan explains how the local educational agency (LEA) will use funds it receives to offer an expanded learning day to all TK-6 students, whose parents request their child participate, with priority for unduplicated students (low-income, English learners and foster youth). Expanded learning opportunities focus on developing the whole child with a focus on supporting the academic, social-emotional and physical needs and interests of students through hands-on, project-based learning experiences and complement, but do not replicate, learning activities in the regular school day and school year.

Students have opportunities to participate in either a full day after school education and safety program, ASES, that operates from dismissal from the regular school day - 6:00 p.m. or in expanded learning opportunities (ELO) session throughout the school year for enrichment sessions or small group instruction offered on specific days of the week immediately after the regular school day dismissal. Both enrichment sessions and small group instruction are for students whose parents prefer not to have their student in a full day after school program. Students also have opportunities to participate in a 20-day summer program and a 10-day spring break camp, as part of expanded learning opportunities offered during an intersession, days when the regular school day is not in session. All expanded learning opportunities are designed with an emphasis on academic assistance, student health and wellness and enrichment activities that are developmentally appropriate and align to the six points of service in the *Quality Standards for Expanded Learning in California*. The program also includes the provision of meals and snacks.

Programs are offered at schools with an existing After School Education and Safety (ASES) Program: Richard Bard, Charles F. Blackstock, E.O. Green, Julien Hathaway, Art Haycox, Hueneme, Larsen, Parkview, Sunkist and Williams Schools. The program may also be offered at Hollywood Beach School, as extended learning day staff become available to offer a full day after school program from dismissal - 6:00 p.m.

For specific requirements, please refer to the Expanded Learning Opportunities Program (ELO Program) Plan Guide following the Plan Description.

Plan Description

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.*

Student safety takes precedence in the before and after school program over everything else at the 10 school sites currently operating an extended learning day program on-site. Extended learning day staff from Oxnard City Corps. wear designated uniforms. Sign-in/Sign-out procedures are reviewed with all staff to ensure students are released to only adults listed on the emergency card for each student and adults must provide an ID, if they are not known to the staff.

Emergency drill procedures for fire, earthquake and lock down are reviewed with all staff annually and a different emergency drill is scheduled each trimester of the program to ensure staff and students know what to do in the event any of these emergency situations occur during the hours of operation for the program.

All staff employed in the extended learning day receive extensive professional learning prior to the start of all programs and ASES staff participate in professional learning during the school year to implement a program schedule that is structured, yet flexible, and takes into account the needs of the students at each school site. CHAMPS and MAC, the district approach to teaching students what the expectations for behavior are for all components of the expanded learning day program, and Kagan Cooperative Learning Structures and Kagan Win-Win Discipline Strategies are essential skills taught during professional learning days and are used for preparing paraeducators who work with participants daily to effectively manage a classroom of up to 20 students daily. Follow-up coaching support is provided to staff to increase their success as an instructor and to ensure that what is taught on professional learning days gets implemented with fidelity to maximize learning opportunities for student participants in the extended learning day program.

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.*

Students participating in ASES experience learning with their grade level peers and in a cross-age family learning team for up to one hour daily during STEAM lessons. The family learning teams at the elementary schools comprise one student from each grade level from first-fifth grade, forming a team of five students. At the junior high schools, each family learning team is composed of students from grades 6-8 learning together as a team of five students. Family learning teams are designed to provide students with opportunities to engage in group work that has a clear purpose and the students in each family learning team are accountable to one another to accomplish the activity. A provocative question is posed at the beginning of each STEAM lesson to ignite intellectual curiosity in students and to encourage their own wonder and curiosity about the lesson. This is also an opportunity for students to share what they know about the topic being covered and their interpretation of how the topic connects to prior learning experiences from their own culture and lives.

ELO classes offered before and after school provide students who are not enrolled in

the ASES program with a variety of enrichment appropriate to each grade level, including art, DIY, science, dance, sewing, learning to play an instrument to name a few. Enrichment sessions are hands-on, project-based and/or result in a culminating product. The majority of the ELO classes are taught by community-based partner enrichment providers. Enrichment sessions will be offered for seven to eight consecutive weeks at a time on specific days throughout the school year. School staff, including teachers and school counselors, may also work with students after school on specific days of the week to provide academic assistance, activities to address student health and wellness and other enrichment, too.

Oxnard City Corps. Staff also sponsor and coordinate community events on Saturdays that students in ASES may participate in throughout the school year. These events in the community raise awareness for our students about the larger community outside of the school campus and their important role in the community.

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

Students experience skill building through a wide array of activities and program components built into ASES and in the new ELO classes to be offered.

- Students begin the process of goal setting and learn about actions that are needed to attain a goal. They take ownership of their personal goal, monitor their progress towards meeting the goal and get to experience the personal satisfaction of meeting their goal and become competent.
- STEAM cross-age family learning teams are designed to develop 21st century skills of collaboration, communication, critical thinking and creativity, as students in each team are at different developmental levels and they possess varying skills in reading, language, math, language and reasoning skills. By working together in the daily STEAM lesson to complete a task, they apply these skills and develop a better understanding of these skills that are foundational to their success in life post high school.
- Enrichment classes offer students opportunities to master skills and work toward a final product or presentation, such as learning how to play an instrument in Mariachi class, building a Bluetooth speaker in the DIY class, learning the Merengue or Salsa in the dance class, completing projects like sewing a book bag in the sewing class, and spending hours of practice that lead to opening night in a live school performance.
- Academic assistance for groups of no more than five students are designed to address a learning gap that exists in a specific content area for a student so they may access learning during the regular school day.
- Participating in a sports team entails lots of practice learning the fundamentals of a sport and the science behind the sport to increase a student's skill level and performance.

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

We develop leaders one child at a time...

The Leader in Me (LIM) is a process to develop the whole person - mind, body, heart and spirit - and it begins with a premise that greatness lives in every person. The emphasis on being a good reader, a good writer or a strong math student does not exclude a student from being a leader and every student gets an opportunity to have their voice heard and to share their unique talents and engage in meaningful leadership roles that contribute to developing activities in the extended learning day program that meet their needs and their interests.

Students participating in the expanded learning day have an opportunity to learn and apply the 7 Habits of Highly Effective People, Dr. Franklin Covey's signature practices that are taught and embraced by business leaders and professionals around the world, and are now designed for schools as The 7 Habits of Happy Kids and The 7 Habits of Highly Effective Teens. The 7 Habits are designed to equip students with life-long skills that will serve them well and prepare them for opportunities beyond their school experiences in the Hueneme ESD. The 7 Habits are:

- 1) Be Proactive
- 2) Begin with the End in Mind
- 3) Put First Things First
- 4) Think Win-Win
- 5) Seek First to Understand, Then to Be Understood
- 6) Synergize and
- 7) Sharpen the Saw.

Students plan events in the expanded learning day that are of interest to them and that meet their needs. Using an organizational event planning template, student leaders develop the skills required to successfully schedule events for participants in the expanded learning day. This includes ordering supplies and materials, working with school staff to ensure facilities are available, visiting each grade level ASES team to gather feedback about the event, assigning student jobs for planning the event, setting up for the day of the event and cleaning up at the conclusion of the event.

Collaborative Meetings are held each trimester at all 10 schools receiving ASES funds and student representatives attend meetings and share their ideas and participate in assessing the success of the current program and identify areas that may be improved. All students in ASES, ELO enrichment sessions and intersessions also complete a mid-year survey that informs program staff about what they want to learn and students assess the quality of their experience in the extended learning day program. This perception survey is used by student leaders and program staff to develop activities throughout the school year and in the next school year.

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.

Social emotional learning signature practices are embedded in the expanded learning day and align to the District Wellness Plan. Community Circles is an activity where all students sit or stand in a circle and actively practice both speaking and listening skills and share their own response to the topic of the day, while also listening to what other peers have to say about the topic. Thorns and Roses or How's the Weather are other activities to help connect students at the start of the day, as well as a way for staff to gauge a student's emotional state each day. Repair Conversations is a three-part process for engaging students in self-reflection, taking responsibility for intentional actions or behaviors that cause harm to another person's emotional state and students learn about empathy to repair a relationship.

Partnerships with Ventura County Public Health's Nutrition and Education Dept., SeeAg, and PA Enrichment respectively provide our students with important information about the importance of making healthy choices when selecting food and beverages, educational programs bolster connections between student understanding of agriculture and farm-to-table in our local food system, and students learn how to prep and prepare recipes that are nutritious in cooking classes offered after school. Information is also shared with parents to support what students are learning in the expanded learning day program.

Sports teams provide students with opportunities to learn the fundamentals of a sport, learn about good sportsmanship conduct and they experience the camaraderie of playing as a team. Parents are invited to attend intramural games between schools and all students get to cheer on and support their school teams.

Spark Active Recreation is the primary curriculum for the expanded learning day and other structured physical movement activities also include Kids Yoga, dance, tennis, pickleball, and Mighty Milers, where students walk, run or jog around the school track and log miles. All of these activities are part of the daily program schedule with the goal of developing a student's desire for active movement every day for their lifetime.

All snacks and meals provided in the expanded learning day 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.

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.

Oxnard City Corps. strives to recruit staff with cultural backgrounds similar to the student participants.

Professional learning is provided to staff in the following areas to ensure all students experience diversity, access and equity in the expanded learning day program. 1) Culturally responsive instruction that ensures every student is a powerful learner by providing student access to solving real problems in their school community and in their own lives. 2) Review the accommodations and modifications for students with an IEP or 504 Plan to support students. 3) Review how to create a behavior modification plan when a student displays that the CHAMPS/MAC expectations for behavior requires more specific goals for them.

Learning environments are created for students to be intellectually curious and “kick-start” students’ information processing and meaning making skills so they are able to make connections between what they are learning in the expanded learning day and what their existing knowledge is about that topic and how it may impact and shape their own future. Students are empowered to take responsibility for their own learning, as they set goals for themselves, create an action plan for how to reach their goal, monitor and assess their progress toward meeting the goal and then celebrate their success in meeting a goal.

Promote diversity and inclusion by providing opportunities for students and families to celebrate their cultural and unique backgrounds with scheduled family nights around literacy. Students lead the planning of activities, projects, presentations and performances and invite their families and the community to highlight their rich heritage and cultural experiences.

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

Professional conduct and clear expectations for all staff with job titles and descriptions are reviewed when ASES and ELO enrichment staff are hired to work with students before the expanded learning day program begins and periodically as needed. Extensive training and opportunities for staff to dialogue and process the systems and protocols in place for ensuring their success as an instructor and to maximize opportunities for students to learn are scheduled over two weeks in August each year. Follow up coaching support is then provided to all staff throughout the school year.

Professional learning topics cover the Success in the First Days of School, classroom management, positive behavior intervention and support, lesson planning, social-emotional learning, appropriate ways to interact with students and parents, multiple modalities for learning, strategies to engage English language learners, Kagan Cooperative Learning Structures and the hallmark character count pillars to serve as a positive, caring adult role model for our students. Staff develop appropriate relationships with students, many of whom will be in school for more hours of daylight than they will be in their own homes.

Credentialed teachers and counselors from the regular school day may also be available to work with small groups of students.

8—Clear Vision, Mission, and Purpose - *Describe the program's clear vision, mission, and purpose.*

Our vision is to ensure our students experience a high-quality expanded learning day program by collaborating with our community-based partners and providing the professional learning and follow-up coaching support that is essential to having after school staff who are equipped with the belief, the knowledge and the skill set to inspire and to empower every student to thrive every day.

Our mission is to provide high-quality extended learning opportunities for all student participants. We will inspire our students to explore, dream big and develop social and civic responsibility through a whole child approach. They will thrive, as we develop leaders who use their unique talents, and persevere when faced with adversity in a safe, culturally responsive and inclusive learning community. We will empower our students by designing lessons, activities and opportunities for them to apply the 21st century skills of critical thinking, creativity and communication as they collaborate with their peers and staff.

Our purpose is to offer a safe place for our students to be in an extended learning day program that they want to attend.

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.*

Hueneme ESD collaborates with the community-based partners below to provide students with expanded learning opportunities:

City of Oxnard, City Corps.
Boys and Girls Club of Greater Oxnard and Port Hueneme
Ventura County Public Health, Nutrition and Education Services
Ventura County Office of Education, Young Author's Fair
OUHSD, Career Technical Education Dept.
Port of Hueneme, Community Outreach
Navy Base Ventura County, Community Outreach
UBreakifix, Ventura
Oxnard Advanced Water Purification Facility, Community Outreach
California Lutheran University, Math Dept.
SeeAg, non-profit
Oxnard Mariachi Music Program
Oxnard Music Advocacy Group
Art Trek, Inc
PA Enrichment
EH Enrichment
Dance 4 Wellness
Hip Hop Mindset

10—Continuous Quality Improvement - Describe the program's Continuous Quality Improvement plan.

CQI is a process Hueneme ESD and its collaborative partners engage in with collective efficacy. This is the foundation and belief that all educational partners make a significant contribution in raising student achievement, as we strive to meet the mission, vision and purpose of the program. Below is an explanation of this three-part process that occurs throughout the school year.

Assess Program Quality: Collect data on the program using multiple measures, including self-assessments, local measures, attendance, behavior, feedback at site collaborative meetings with ASES staff, parent and student representatives, surveys from youth, parents, and staff, feedback from community-based partners, and observations of daily program activities.

Plan: Review and analyze program data to generate and implement an action plan for program improvement. The action plan is used to refine systems and goals, to direct resources towards areas that need improvement, and to guide professional learning for staff.

Improve Program Quality: Implement the action plan, monitor progress along the way and identify measures of effectiveness. Once key goals are met, reassess and update the action plan accordingly.

11—Program Management - Describe the plan for program management.

Hueneme ESD uses a systems thinking approach to manage ELOP funds to maximize the number of students, with first priority for grades TK-6, enrolled in the district who want to participate in the expanded learning opportunities program. This includes the full day after school program, ASES, the ELO enrichment and small group sessions and the 30-day intersession held in the summer (20 days) and during the spring break (10 days). All funds directly relate to the vision, mission and purpose of the program through its operations, fiscal management, personnel policies and daily program operation.

Clearly defined policies, procedures, practices and partner roles are established and adhere to federal, state and board policies. All communications with parents are in both English and Spanish and the organizational structure of the program allows program staff to focus on the needs of participants.

Schedules for all staff and students are well-defined and include time for staff to plan daily lessons and gather supplies and materials for the day. There are regularly scheduled meetings with agenda items for each classification of after school staff and staff have the flexibility to make site-level decisions about assigned budgets, tracking expenses and know the process for requesting additional supplies and materials, as adjustments are made after the program begins to meet the needs and interests of student participants.

Staff at the site level keep up-to-date and accessible records on all participants and employee attendance in the program and an audit is completed at the district level each month to ensure the accuracy of daily student attendance for all school sites.

ASES Site Coordinators and ASES Program Specialists participate in professional learning to develop site management and leadership skills and stay informed about new research, best practices and contribute to the innovations we provide in expanded learning programs.

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.

Hueneme ESD currently operates ASES Programs at 10 school sites based on ASES funding for this program. Program hours are from dismissal from the regular day to 6:00 p.m. every day school is in session. To create a single expanded learning day program using the new ELOP and ASES funds and the most stringent requirements, which are the ASES assurances, ELOP funds will be used to maximize the number of students who may participate at the 10 ASES sites first, as these schools already meet the ELOP nine-hour minimum program requirement and there is demand by parents for more access to a full day program. Based on available staffing, potentially up to 5,000+ additional students will be able to participate in ELO enrichment and small group sessions offered throughout the school year for the 175 days and during the 30 days of intersession program operating during the summer (20 days) and the spring break (10 days).

ELO enrichment and small group sessions taught by community-based enrichment partners and teachers or school counselors will be offered during the ASES hours of operation and are intended for students whose parents do not wish for their child to be in an extended learning day program until 6:00 p.m. Enrichment sessions and small group classes are offered with more flexibility in the duration of time for students and their families.

Intersession programs offered during the summer and during the spring break will operate for a minimum of nine hours based on the availability of staff. Accommodating all parent requests will be based on available staff and facilities.

It is the intent of the District to secure available staff to support an expanded learning day program from dismissal - 6:00 p.m. at Hollywood Beach School. This will allow for students in grades K-5 attending this school to also participate in the 175 day ELO Program. Currently, incoming grade TK students have access to the TK full day extended learning day and incoming grades TK-6 students have access to the spring break intersession program.

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?*

Hueneme ESD has a partnership with Catalyst Kids and Child Development Resources (CDR) Inc., two early child care providers with more than 45 years of experience in the state, who will provide an expanded learning day program from dismissal from the regular school day until 5:00 p.m. for the 175 school days. Based on available staff for the summer, a 30-day summer intersession will operate in the first year with a three-hour session at Haycox School, where the nine-hour program for students in grades K-5 will also be in operation.

Staff hired by both agencies meet the early childhood education certifications and the curriculum used for the expanded learning day for TK students is the California Preschool Curriculum Framework and Preschool Learning Foundations. A District Early Childhood Education Coordinator will coordinate the TK ELO Program with both Catalyst Kids and CDR, Inc.

Curriculum for kindergarten students is aligned to the District curriculum and the Oxnard City Corp. staff hired to work with this age group have prior experience working with preschool - K aged students. They attend professional learning in the summer and receive follow-up coaching support throughout the school year to ensure they are able to implement the expanded learning day program schedule with fidelity to maximize learning opportunities for students.

ELO Program requirements for the staff to student ratio of 1:10 will be met for both TK and K in the 175 day and 30-day intersession programs.

Sample Program Schedules *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.*

**Sample Transitional Kindergarten Schedule
8:00 -12:06 p.m. - Regular School Day**

8:00 Morning Business: Morning Message, Flag, Calendar
8:15 Math Time
8:30 Social Emotional Learning Time
8:45 Learning Centers (Math and Literacy)

9:45 ELD
 10:15 Book Time
 10:30 ABC/Phonics Time
 10:45 Lunch (45 Minute Lunch)
 11:30 Enrichment Centers (Fine Motor, Gross Motor, Dramatic Play, Stem, Science, PE etc.)
 12:00 Cleanup/pack up
 12:06 Dismissal from regular day

12:06 - 5:00 p.m. - Expanded Learning Day

12:06-12:15 Preschool staff pick up TK students from regular day classrooms
 12:15-12:30 Check-In: Sign-in/Wash hands/Restroom
 12:30-1:00 Lunch
 1:00-1:15 Afternoon Meeting: message board, social-emotional learning time
 1:15-2:00 Academic Enrichment: Learning through Literacy Curriculum
 2:00-2:30 Outdoor Play Opportunities/30Fit
 2:30-2:45 Transition Inside: Wash hands/Restroom
 2:45-3:15 Clubs: Group project opportunities (fine arts, recreation, fitness, etc.)
 3:15-3:30 Clean Up
 3:30-3:45 Rest/Meditation/Breathing
 3:45-4:45 Enrichment Centers (dramatic play, block area, science, reading, art)
 4:45-5:00 Clean Up/Get ready for dismissal
 5:00 Dismissal

**Transitional Kindergarten Schedule
Summer Intersession**

7:00-7:30 Outdoor Opportunities
 7:30-7:45 Wash hands/Restroom
 7:45-8:15 Breakfast
 8:15-8:30 Morning Business & Message Board, Social-Emotional Learning
 8:30-8:45 STEAM Activities
 8:45-9:40 Enrichment Centers (dramatic play, block area, science, reading, art)
 9:40-9:50 Clean up
 9:50- 10:00 Reflection Time
 10:00-10:15 Brain Break - Music & Movement Time
 10:15-11:10 Outdoor Play Opportunities
 11:10-11:20 Wash hands/Restroom
 11:20-11:50 Lunch Time

11:50-12:00	Restroom
12:00-12:30	Learning Centers: Learning through Literacy Curriculum
12:30-1:30	Enrichment Centers (dramatic play, block area, science, reading, art)
1:30-1:40	Clean Up
1:40-1:50	Brain Break – Music & Movement
1:50-2:30	Clubs: Group project opportunities
2:30-2:45	Clean Up
2:45-3:00	Rest/Meditation/Breathing
3:00-3:25	Snack
3:25-4:50	Outdoor Play Opportunities
4:50-5:00	Clean Up
5:00	Dismissal

Expanded Learning Opportunities Program Plan Guide

Purpose - In this program plan, LEAs will describe program activities that support the whole child, and students’ Social and Emotional Learning (SEL) and development, as required by *EC* Section 46120(b)(2).

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

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

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

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

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work

collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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.

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 child care providers, especially those participating in state or federally subsidized child care programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

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

EC Section 8482.3(d):

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

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

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

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

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that program is 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.