

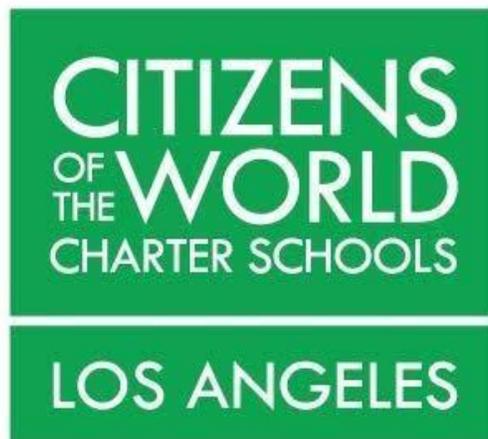
Expanded Learning Opportunities
Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Citizens of the World – Mar Vista

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: **Citizens of the World – Mar Vista**

Contact Name: Mark Kleger-Heine

Contact Email: mkleger-heine@cwclosangeles.org

Contact Phone: (323) 491-8015

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. Citizens of the World – Mar Vista _____

Purpose

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

Definitions

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

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

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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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Citizens of the World – Mar Vista’s (CWC-MV) Expanded Learning Opportunities Program (ELOP) is structured to provide a safe and supportive environment for all students that meets their developmental, academic, physical, and social-emotional needs. The ELOP will take place onsite both indoors and outdoors.

ELO-P staff will be trained in safety, first aid, and trauma-informed practices as part of their onboarding. Drills will be conducted on a regular basis to ensure all students and staff members know and understand the school’s fire, earthquake, and lockdown emergency procedures. These procedures and protocols will be adhered to by ELOP staff, to ensure consistency and safety for all.

The ELOP staff (ex. Lead Mentor and Grade Level Mentors) will be tasked with documenting daily student attendance. All students must be signed out to a designated parent/guardian or approved adult, over the age of 18 in order to be dismissed from the ELOP, as instructed in the ELOP enrollment form.

The after-school program schedule will include times, room location and the assigned staff with classroom rosters, so that staff has an exact location for every student while on campus.

ELOP staff will continuously monitor classroom rosters, conducting headcounts before and after each transition. When addressing student injuries, staff will follow established protocols in dealing with incidents. In the event of an emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, site administration, regional administration, and paramedics.

To effectively communicate with families, our staff will have access to the school's Student Information System (Aeries, or equivalent) database to retrieve additional contact information, if needed. Staff will document any minor or major injury for parents, emergency, and school administrators.

During ELOP, all ELOP staff will be expected to maintain a line of sight of their students. Students will be monitored by program staff when they need to leave the program location for reasons such as, but not limited to, restroom breaks, or parent

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pick-up. ELOP staff will be provided with two-way radios to ensure prompt communication as part of emergency and safety procedures. In addition, Site Leads will provide contact information, such as a google voice number to families, site administration, and regional administration to be reached during intercession programs, and/or summer programs when only ELOP staffing is on-site.

ELOP staff will align and bridge the gaps between the school day and extended learning practices by implementing SEL practices, play-based programming, and healthy choices. Our school will implement a Responsive Classroom Approach, a student-centered, social, and emotional learning approach to teaching and discipline. Responsive Classroom is comprised of a set of research and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. Morning meetings and closing circles will take place daily during intercession and summer school; and closing circles during the afterschool program.

ELOP staff will treat students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading activities with students. “Proactive behavior” tools will be used to redirect students to avoid disruptive behavior and increase responsible choices and student cooperation. Additionally, ELOP staff will document and communicate all incidents that impact safety through written reports, email and/or telephone records.

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.

Our school will provide a multitude of learning activities tailored to student interests. The ELOP will implement active, meaningful, and engaging methods that promote collaboration and a growth mindset that supports and/or supplements the instructional day. Students will have access to enrichment activities that will incorporate STEAM-focused, inquiry-based, interactive, hands-on activities that support and/or supplements the instructional day.

Our goal is to provide students with academic enrichment opportunities and activities designed to complement the instructional day through tiered targeted supports across various disciplines but with a focus on literacy. The educational and literacy elements will be designed to provide academic support in core content subject areas (ELA, Math, Science, Social Studies). Students will have access to technology during educational literacy component and to accelerate digital learning.

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Engaged learning in ELOP will be evidenced by student participation in SEL activities through mindfulness, guided meditation, zones of regulation, and playworks. In collaboration with school staff and community partnerships, our school will design appropriate and engaging programming specific to student needs and interests. These may include Visual and Performing Arts, Science Explorer, Cooking, STEM activities, Photography/Yearbook, aerobic exercise, physical fitness, nutrition education, and team sports.

3—Skill Building

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

Our ELOP program will provide numerous opportunities for students to experience skill building through the following:

- **Early Risers Program (Morning Care):** The early riser program takes place before school with a focus on community building and collaboration. Students participate in morning energizers, read alouds, and play as a start to the instructional day.
- **After School Program** engages students in collaborative, fun, interesting activities, and experiences that encourage critical thought and social awareness. Staff, students, and families collaborate and collectively shape a program experience that evolves each month.
- **Academic Intervention:** The Regional Senior Manager of Instructional Support reviews academic data and assessment cycles to determine students with specific academic needs. The intervention team provides strategic skill development opportunities for youth to close their achievement gaps in collaboration with school principals and instructional teams. Students are grouped into classes and activities according to grade level, ability level, and identified targeted academic need. Intervention blocks last 8-10 weeks and meet approximately 4-times per week.
- **Enrichment component** supports skill building by engaging students in specialized 8-10 week, 1-hour sessions of skill specific offerings guided by instructors with expertise in a given topic or subject matter. Staff, students, and families provide feedback through surveys to support the expansion of these offerings.
- **Camp Citizens** takes place during intercession and supports skill building by

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engaging participants in project based focused activities and experiences that encourage teamwork, critical thought, and social awareness. Intersession themes are built to culminate with students taking trips to events, museums, etc.

The ELO-P's educational and literacy components include academic intervention through tutoring, small group instruction, and project-based learning using grade-level standards. Academic Intervention is offered Monday, Tuesday, Thursday, and Friday for a minimum of 45 minutes. In addition, an educational enrichment component will also be offered daily with a focus on fine arts, physical fitness, and prevention activities that reinforce and complement the school's academic program.

The Regional Senior Manager of Instructional Support reviews academic data and assessment cycles to determine students with specific academic needs and leads the data discussion during monthly ELOP meetings. The ELOP intervention team provides strategic skill development opportunities for youth to close their achievement gaps in collaboration with school principals and instructional teams. Students are grouped into classes and activities according to grade level, ability level, and interests.

Academic activities are aligned with Common Core State Standards that supplement the instructional day. Enrichment supports retention by engaging students in fun, interesting activities, while promoting through-provoking discussion and building cooperative skills that will contribute to future success.

The ELOP will support students in building foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy and learn the importance of teamwork, goal setting, and completion to promote academic achievement and future success in college and career.

4—Youth Voice and Leadership

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

The ELOP will provide opportunities for students to engage in youth voice and leadership. Student input will be solicited in designing the academic, enrichment, and physical education services that will be offered through surveys and/or focus groups. Planning of the educational enrichment activities will consist of compiling and reviewing student and school data that will be used to inform and drive the selection of educational enrichment activities. Soliciting student input is essential to the success and participation of the ELOP. In addition to initial surveys, students will be surveyed throughout the year to engage and give students a formal voice in the development

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and impact of program practices, curricula, policies, and student leadership ELOP.

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.

Our ELOP will provide opportunities for students to engage in healthy choices and behaviors by incorporating physical fitness/activities, sports, and social-emotional learning activities into the daily programming. These activities will be structure and will teach specific skills that students can develop throughout the year. Activities will be rotated so that students will be exposed to a variety of options.

Our school emphasizes social-emotional and physical health, which are supported through healthy practices and program activities. Healthy practices and program activities include the following:

- Positive behavioral interventions and supports (PBIS) include daily [ZOR check in and check outs](#), [mindfulness strategies](#), student leadership and community incentives to support student driven accountability, self-regulation and success.
- Physical Activity: Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. Activities are led by grade-level mentors and include a focus on activities and sports. Physical activity (team sports, yoga, martial arts, volleyball, golf, dance, dodge ball) programming utilizes a curriculum developed by Playworks and includes activities that range from 25 -45 minutes in length and are designed to help students:
 - 1) Enjoy and seek physical activity/physical fitness.
 - 2) Develop a variety of basic movement and manipulative skills to help students experience fitness success and enjoy physical activity through play;
 - 3) Develop and maintain acceptable levels of physical fitness; and,
 - 4) Develop the ability to get along with others while engaging in play. Students learn to work as a team and collaborate to reach shared goals.

These physical fitness components will also include a nutrition emphasis. This could include but is not limited to discussions, lessons, and the promotion of healthy snacks.

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All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

Students will have access to meals/snacks that conforms to the nutritional standards of the United States Department of Agriculture (USDA) free and reduced lunch guidelines for nutrition and portions.

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 ELOP will promote cultural and linguistic diversity by providing opportunities for students to celebrate their cultural and unique backgrounds. Through a variety of activities such as community bio boards, Diversity Awareness monthly recognition, world explorer program, students develop a better understanding and appreciation of diverse cultures and their values. ELOP staff will design activities that promote and embrace diversity, equity, and inclusion, regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression to students' backgrounds, experiences, and knowledge.

Access to the ELOP is essential to meet the needs of Students with Disabilities (SWD), English Learners, and students that face barriers that could limit their participation.

ELOP staff will communicate and collaborate with the Director of Special Education to ensure ELOP staff and vendors are trained to provide appropriate supports for Students with Disabilities (SWD) through accommodations and/or modifications as they relate to the student's IEP to maximize student outcomes, participation, engagement, and determine a communication and support plan. The Director of Special Education will provide professional development and coaching to build the knowledge and skills of ELOP staff and vendors needed to work effectively with SWD.

To meet the needs of English learners, ELOP staff and vendors will receive training on English Language Development (ELD), Kagan, SDAIE, and/or GLAD strategies, on the use of visuals, realia and teaching vocabulary and oracy.

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7—Quality Staff

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

The Talent and Human Resources Department in coordination with the Regional Director of Student Programs collaborate to screen candidates based on a regional-developed job description for all ELOP program positions. Candidate applications are screened to ensure minimum qualifications are met. Candidates must meet the minimum educational requirements. Candidates are also asked to participate in a Qualifying Interview Session. If a candidate is selected and offered a position, they must be fingerprint screened before the candidate can begin working with students. Additionally, initial and ongoing training will be provided to support the staff in educational, behavior management, strategies for working with English Learners, and students with disabilities, and must complete Mandated Reporting Training annually.

The Regional Manager of the Student Program will conduct regular site visits on a bi-weekly basis and build intentional relationships with site administration, staff, parents, and students.

Program Administration will work closely with Site Leadership (Site Leads) to ensure department goals and focuses are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards. Site visits will provide technical support in the areas, but not limited to, quality standards focus goals, staff, students and parent support, educational partner guidance, etc.

Throughout the year, Student program coordinators will attend monthly meetings with the Director of Student Programs where they will be introduced to new program goals, curriculum training, and/or resources. Site Leads will then take the information back to their school sites and inform their team at their staff meetings. The Regional Manager of Student Programs in collaboration with the Student Programs Coordinator will work in coordination with site administration to provide support and additional resources on the implementation of staff professional development, including but not limited to online professional development throughout the year.

8—Clear Vision, Mission, and Purpose

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

Our mission

To create experiential learning opportunities before and after school for students that encourage critical thought, a sense of community, and enthusiasm for learning. We

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encourage and inspire youth to be lifelong learners and explorers of self, community, and the world. We bridge the gaps between CWC schools and regional departments by providing resources and support opportunities for staff, volunteers, and external partners to impact student success.

Purpose:

Create experiential learning opportunities before and after school for students that encourage critical thought, a sense of community, and enthusiasm for learning.

Vision

We encourage and inspire youth to be lifelong learners and explorers of self, community, and the world.

Mission

We bridge the gaps between CWC schools and regional departments by providing resources and support opportunities for staff, volunteers, and external partners to impact student success.

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.

Our program provides 5 tiers of programming Early Risers Program (Morning Care), after school, Enrichment, Intervention, and day camp services on non-instructional days (Ex. Fall Camp, Winter Camp, Spring Summer, Conference Day Camps). The CWC student programs team works collaboratively with school administrators, school personnel and families to gather feedback, design programming and implement high-quality afterschool and non-school day programming. Our enrichment offerings are facilitated by our staff, contracted personnel, services, nonprofits and community-based organizations such as Parker Anderson After School, ACE Enrichment, Panther Martial Arts, Professor Egghead and Soccer Super Stars, Team D1 Sports, FIYA Sports, LA Red Shield Community Center, The Breese Foundation.

Our collaborative partners to administer and implement the ELOP include community-based organizations and local LEAs:

- NOVO Foundation: SEL
- LA 84: Sports Program
- Aspire Charter Schools: Athletics Program

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- ARC Afterschool Program
- We Break Hip Hop
- No Easy Props
- Salvation Army California -South Division
- LA Red Shield Community Center
- LA Central Corps: Sports & facilities

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning will be used to assess program quality and used to revise and refine the areas of needed improvement. Multiple types of data will be collected including surveys, interviews, observations, and assessments, reviewed, analyzed and discussed with the CWC Regional Office and Site Principal(s). Data will be collected and used to inform programming and the CQI plan.

To assess learning gaps, monitor student progress and develop annual growth targets, our school will administer the following assessments:

- NWEA MAP Reading & Math: 3 times/year (K-8)
- Fountas & Pinnell BAS (TK-5)
- STAR Reading Assessments (Gr 6-8): 3 times/year
- For SWD: Wilson Reading Assessment End of STEP Unit/Just Words
- For SWD: Wilson Reading System Progress Monitoring
- Foundations Unit Assessments
- Foundations Tiers 1&2 Assessments: MS
- Illustrative Math Summative Assessments
- Units of Study in Reading
- Units of Study in Writing

Our school will utilize Schoolzilla data dashboard in combination with Tableau to provide integrated data visualization tools to analyze schoolwide/student data to inform decision-making.

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11—Program Management

Describe the plan for program management.

Program operations are overseen by Regional Office Personnel and the Site Principals. The Senior Manager of Instructional Support and the Student Programs Manager will supervise ELOP/Student Program Coordinator and the ELOP staff.

- Program operations are overseen by the Regional Director of Student Programs and the Regional Manager of Student Programs.
- The Regional Manager of Student Programs supervises Site Coordinators across the network and contracted partners.
- Site Coordinators oversee all school-based Grade Level Mentors and Enrichment Providers.
- The Head of Schools is responsible for ensuring support for the Regional Director of Student Programs and ensuring grant compliance.
- Regional Director of Student Programs is responsible for program oversight, staff supervision, partnerships across the network of CWC LA schools; responsible for program evaluation and quality improvement data analysis.
- Student Programs Site Coordinators are responsible for on-site program administration and oversight, including supervising staff such as Grade Level Mentors and Enrichment Instructors. Implement academic support and enrichment programming, maintaining a 20:1 student to staff ratio
- Manager of Data is responsible for tracking and reviewing attendance data; provides regular reports and compliance assurance on programs across all sites, collaborate with Director of Expanded Learning
- VP of Finance and Business Services is responsible for maintaining budgets and fiscal reporting.

The Regional Manager of Student Programs and Site Coordinators are tasked with managing relationships with school personnel, monthly meetings between the Regional Director of Student Programs Coordinators across the network. Site Coordinator and school administration ensure schools are informed about expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. Administrators advise the Director and site coordinators monthly about areas where support is needed.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning

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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.

Our school does not receive ASES and/or 21st Century CCLC Elementary/Middle School grant funding – therefore this section does not apply.

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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.

The Talent and Human Resources Department in coordination with the Regional Director of Student Programs will develop and implement a robust teacher and staff recruitment plan including advertising in career portals, social media, Institutes of Higher Education, job fairs and ECE centers.

To maintain lower pupil-to-staff ratio, ELOP will collaborate with local providers (vendors) and/or community-based organizations to provide additional staffing to maintain the ratio numbers. Activities and projects for students in TK/K will be age-appropriate and aligned to reinforce relevant academic skills.

All ELOP staff will participate in summer professional development that will focus on curriculum, instruction, assessments, classroom management, SEL, PBIS, early literacy and training applicable to early childhood education.

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 curriculum and program activities will be based on the established State Curriculum Guides and materials for each appropriate grade level. The California Quality Standards will also provide guidance for program implementation. Curriculum adopted and/or created for our TK/K program will reflect early childhood education and will include literacy enrichment and educational enrichment activities.

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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.

The following links provide sample program schedules which are subject to change due to programmatic planning, and/or human, financial, physical resources.

- Link to [Summer ELOP schedule](#)
- Link to Intersession
- Link to [9-hour instructional day](#) (including after-school program)

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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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 schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program

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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.

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.