

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:
Expanded Learning Division

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



SIERRA SANDS Unified School District

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

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

Local Educational Agency (LEA) Name: Sierra Sands USD

Contact Name: Lisa Decker

Contact Email: ldecker@ssusd.org

Contact Phone: (760) 499-1642

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. Gateway Elementary
2. Las Flores Elementary
3. Richmond Elementary
4. James Monroe Middle School
5. Murray Middle School
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

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>.

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.

All programs will be offered on the school sites. Opportunities for students to experience a safe and supportive environment will include:

- Monthly emergency drills are performed at each site.
- Employees will review and sign employee policy describing programs drug-free workplace and employee conduct requirements.
- Site supervisors will receive CPR training and certifications.
- Supervision of the children will ensure using a 20:1 child to adult ratio except for TK/kindergarten which will be 10:1.
- Program staff will be trained in youth development practices. Staff will implement an SEL curriculum.
- Staff will provide enrichment and recreation/sports activities including youth development practices.
- Student surveys will be assessed as part of efforts in developing a Continuous Improvement Plan.
- Students will sign-up or choose Fun-Friday clubs based on interests.

When students arrive they are personally greeted by staff and checked in on an attendance sheet. Program attendance is collected on our district student information System, Aeries. At the end of the program, students are released to a responsible adult who signs them out on the attendance sheet. Each school site is fully fenced and there is ample outdoor lighting. All adults entering campus must sign in. Each site has a safety plan that is annually updated and available for review at the school office. The same behavior expectations that are in place for students during the school day are also in place in the after-school and intersession 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.

Opportunities for students to experience active and engaged learning that supports or supplements but does not duplicate the instructional day will include:

Providing daily homework assistance Monday through Thursday. Providing physical activities and/or sports daily.

Program staff will schedule at least three STEAM units per week to allow students the opportunity to work on new skills both in group settings and on their own. Each unit will end with a culminating parent event. Between each unit of study will be symposium activities that are chosen by the students.

Curriculum and materials will be purchased with a focus on educational and literacy activities and educational enrichment. Curriculum units will engage students with hands-on activities.

Program staff will be trained on instructional strategies for core subjects as well as educational enrichment.

Community partners will be engaged to support and enhance educational enrichment.

Staff will collaborate on program design for educational enrichment elements and develop lessons and schedules for enrichment classes.

Staff will be trained on curriculum in alignment with instructional school day pacing guides, Common Core Standards, and Next Generation Science Standards.

Students will be provided with positive praise notes throughout each week. Staff will gain an understanding of students' interests, life experiences, and developmental needs through a planned SEL curriculum. Planned activities allow for students to develop and maintain positive relationships with both peers and staff. Staff will teach and implement PBIS expectations which work on self-regulation skills and team-building skills.

Students will be provided with access to modern technology devices such as computers, iPads, cameras, robots, etc.

3—Skill Building

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

Opportunities for students to experience skill-building will include:

Presentation of an educational and literacy element will be designed to provide tutoring and homework assistance in core content subject areas including language arts, math, history, and social science, science, and computer training.

Academic enrichment will help students meet state and local academic standards in core academic subjects.

Enrichment activities will be designed to inspire creativity and innovation, as well as increase critical thinking and problem-solving.

Presentation of educational enrichment elements including fine arts, recreation, physical fitness, and prevention activities will include visual and performing arts, music, physical activity, health promotion, general recreation, career awareness, work preparation activities, community service-learning, and other youth development activities based on student's needs and interests. These activities will reinforce and complement the regular academic program of participating students.

The curriculum will be purchased for educational enrichment activities as well as for educational literacy activities.

Staff will collaborate on program design for educational enrichment activities that will aid in student success and collaborate with community volunteers to provide additional educational enrichment activities.

Staff will develop lessons for both educational literacy and educational enrichment activities.

Training will be provided to staff on the curriculum for educational literacy and enrichment activities and training provided by the district on the academic curriculum.

Planned program activities are based on school and community needs through collaboration between stakeholders within High Desert Leapin Lizards Inc., and Sierra Sands Unified School District. There will be a monthly collaboration between site principals and site supervisors, as well as a bi-monthly collaboration between the district ASES coordinator and program director.

Program staff will observe instructional day teachers in classrooms to ensure classroom management and academic education alignment.

Program staff will design schedules and lessons aligned with California Content Standards and Next Generation Science Standards.

Program staff will use instructional day teacher pacing guides to develop schedules aligned to instructional day lessons.

Instructional day teachers will work in the after-school program to provide homework support and/or intervention.

4—Youth Voice and Leadership

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

Opportunities for students to engage in youth voice and leadership will include: Program administration provides a youth leadership club monthly to students. The staff will write positive daily praise notes inclusive to all students. Students will attend a weekly assembly where staff will choose positive praise notes for students to participate in the Leapin' Leaders Club. The Leapin' Leaders Club consists of specific questions which will be produced from the Quality Assessment Tool as well as from the site-specific plans. Students and staff will have reciprocal conversations pertaining to the quality of the program allowing for students to have a voice in the program.

Providing this feedback allows for students to play a meaningful role in program design and implementation. The Leapin' Leaders Club will include a planned snack and team-building activity that is based on the students' interests.

Staff will incorporate a question-and-answer forum at the end of the meeting using categories from the Quality Standards tool to get students' viewpoints and allow for students to reflect on their goals and accomplishments.

Students will have multiple opportunities to provide input into the structure and content of the program as well as share concerns or interests.

Staff will discuss the content of the program and get input in areas of what's been working and what can be improved.

Students in all grade levels will have the opportunity to choose clubs they want to participate in weekly and participate in service-learning projects to identify real-world problems such as:

- Water recycling
- Care packages to seniors
- Clothing and food drives
- Raising money for school supplies for classrooms in other states affected by tornadoes
- Raising money to buy a goat for another country to supply milk to the community.

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.

Opportunities for students to engage in healthy choices and behaviors will include: Students will be provided with a nutritional snack daily and 30 minutes of physical activity (SPARK) daily which can be moderate-to-vigorous activity.

Healthy cooking events will be provided where students learn about healthy food choices and prepare their own nutritional snacks.

Safe drinking water is available to students and staff at all times and students are encouraged to drink plenty of water to stay hydrated throughout the day.

All snacks will be provided by SSUSD Food Services and align with California Nutritional Guidelines and follow California Education Code for nutrition standards.

Staff will develop lessons and schedules for enrichment classes for at least four periods per week that include physical activities. The enrichment activities will be provided for 45 minutes each day where staff periodically incorporate cooking clubs so students learn about nutrition and prepare nutritional snacks.

Examples of nutritious snacks are:

Cereal with milk

Fresh fruit and graham crackers

Juice and string cheese

Students are also instructed in and encouraged to learn responsible behaviors related to things to avoid in their lives that could negatively impact them such as tobacco, drugs, vaping, and alcohol.

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 mission statement, outreach materials, and policies emphasize the ELO Program's commitment to serving all youth and families in the community. "The SSUSD ELO Program, with the support of parents and community, provides a safe and fun environment in which students receive academic support and participate in new enrichment opportunities; all while promoting character development and healthy habits". The program will address cultural and linguistic diversity by providing information in parents' and caregivers' home languages. Staff will make reasonable accommodations to serve youth with learning differences, such as breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks. Staff will adapt activities to be accessible to English learners and encourage their active participation. Students will have opportunities to explore, share, and celebrate their heritage and culture with others. Program staff will be trained in English Learner best practices for effective strategies. The program will provide access and opportunity for students with disabilities. SSUSD SELPA Office will provide information pertaining to students with IEPs. Staff will plan activities to help meet IEP goals. Referrals for students with disabilities will be provided to SSUSD on an as-needed basis. Activities will be provided in dual languages when necessary. Communication is vital to our success, and we use multiple means to communicate with families such as ParentSquare, the school website, phone calls, hard copy notifications, and the school marquee. Program openings or events are advertised using flyers sent home with students or via ParentSquare.

7—Quality Staff

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

Opportunities for students to engage with quality staff will include:
The Memorandum of Understanding stipulates the staff qualifications and hiring requirements as per district policy.
Program staff must meet the minimum qualifications for an instructional aide with Sierra Sands Unified School District, including completion of 48-semester units of college work, OR an Associates degree from an accredited college or university, OR successful completion of the equivalency test.
All staff must fulfill fingerprint clearance requirements in current law according to district policy. All staff members must complete a pre-employment fingerprint screening and TB screening prior to the start of employment. Employment is contingent on the completion of fingerprint screening and TB screening.
School site principals must approve site supervisor hire.
Program staff is hired through High Desert Leapin Lizards (HDLL).
Recruitment is completed by HDLL, including placement of ads in the local newspaper, placement of ads online at employment search engines, placement of flyers in strategic places such as the community college and coordination of recruitment with the local community college's career center.
Staffing needs are also advertised to district employees to further attract stable, well-trained, highly qualified staff.
Principals advertise staffing needs to school site personnel.
Retention planning is developed through staff surveys and needs. HDLL strives to hire for positions within, providing qualified staff with promotions.
Staff to student ratios must be 1:20 except for TK/kindergarten which is 10 to 1. Professional development focuses on supporting district and ELOP goals.
Areas of focus include meeting the needs of English Learners, use of direct academic programs, SEL, strengthening mathematics comprehension and promoting youth development, skill-building, youth voice and leadership, active and engaged learning, SPARK, STEAM, and diversity.
HDLL administrators train program assistants and site supervisors. Site Supervisors train program assistants at site level training. Training hours are incorporated into the budget each year to meet the needs of all staff.
Additional site-level training is determined by observations at informal site visits, formal staff evaluations, informal staff observation forms, and formal site assessments.
Site supervisors hold regular staff meetings to provide site-level information, short training, etc. All staff members are trained in child abuse mandated reporting, signs of self-harm and suicide awareness, and recognizing the signs of potential homelessness. Staff is clearly identified with district lanyards and a photo id.

8—Clear Vision, Mission, and Purpose

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

The Sierra Sands Unified School District (SSUSD) vision is "Growing a community of engaged learners connecting to future opportunities through innovative education." and the SSUSD mission is "Engaging all Learners".

The purpose of the SSUSD ELO program, with the support of parents and the community, is to provide a safe and fun environment in which students receive academic support and participate in new enrichment opportunities; all while promoting character development and healthy habits. Program staff facilitates a mandatory family orientation prior to the student beginning the program so students, parent/guardians, and staff members all have an opportunity to meet, address any specific needs for the student, and begin to build a trusting relationship.

Surveys will be administered to parents once a year that allowing parents the opportunity to provide feedback pertaining to the quality of the program. The data will be compiled to show areas needing improvement as well as areas of strength. A Continuous Quality Improvement (CQI) plan will be developed through a meeting with collaborative members such as school site principals, HDLL administration, Sierra Sands Project Coordinator, parents, classified Sierra Sands staff, HDLL staff, and HDLL site supervisors. The CQI plan will be implemented at each school site through planning and programmatic changes.

School site principals will be responsible for ensuring adequate facilities and collaboration/coordination of regular day and ELO programs and communicating school expectations with ELOP site supervisors and facilitating solutions to potential issues.

School site teachers will share classrooms for the ELO program and information concerning regular day instructional activities and communicate with and respond to ELOP staff inquiries in a timely manner. They will provide input on schedules, student needs, and program development to cultivate alignment between the instructional day and after school program.

Students will attend the program on a regular basis, bring all materials and come with a positive attitude towards staff and fellow students. They will be open to new experiences and activities, provide input into the program design, and complete student surveys.

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.

ELOP is planned through a collaborative process including parents, youth, representatives of schools, and community organizations. The primary collaborative partner with Sierra Sands is High Desert Leapin' Lizards, Inc. This partnership works to fully implement the program plan, maximize resources and work closely with those who provide additional resources, jointly manage work at the site, advocate for and implement necessary changes, determine means to continuously improve the decision-making process, share accountability among partners, explore how the partnership can serve as an advocate for parents and children. A Memorandum of Understanding (MOU) is created yearly to define roles and expectations, organization, and financial structures between Sierra Sands and High Desert Leapin' Lizards, Inc. The MOU is reviewed by legal counsel and presented to both the SSUSD and HDLL board for approval annually. Collaboration between the district and HDLL occurs at all levels to plan, implement, and update the program, including the following meetings/collaborations: Monthly meetings between principal and site supervisor; Bi-monthly meetings between district coordinator/ELOP coordinator and HDLL program director; Site supervisor attends school site meetings at least once monthly; Bi-monthly site-level meetings between all program staff; Bi-monthly site supervisor meetings with the program administrator; Yearly continuous improvement planning meeting using data provided by principals, teachers, parents, students, staff, and HDLL board members. ELOP is a collaborative effort. Each stakeholder has specific contributions to make towards program planning. SSUSD ELOP Project Coordinator- provides coordination of services, including programmatic, fiscal, and compliance. Responsible for submission of all required reports and maintenance of records. Ensures the district will comply with state and federal statutes, regulations, program plans, and eligibility requirements applicable to ELO. Maintains MOU between the district and HDLL. Ensure HDLL involvement on district committees. HDLL Program Director (community-based organization)- oversee fiscal management of employee salaries and budget. Work with the district to develop the MOU and yearly budget. Provide oversight for HDLL. Communicate directly with district office staff and site administrators and provide for collaboration/ coordination of regular day and ELOP. Ensure the integrity of the program including delivery of educational, literacy, and educational enrichment elements. Responsible for collection of data for required reports and information as required in the district/ agency MOU. Administer and assess surveys. Recommend purchases of instructional and enrichment supplies and equipment. Organize professional development and oversee program and lesson design. Maintain match documentation. Parents- keep ELOP staff informed about issues that may affect student academics and/or behavior and well-being. Be available for contact during program hours and pick up students at the appropriate time. Provide feedback and assistance to the Program through the return of telephone calls, completion of surveys, volunteering or participation in family events and serving in leadership roles. Complete parent surveys. Community partners- provide expertise and guidance in youth development and programmatic delivery. Provide match (in-kind, services, or monetary). Assist in enrichment activities.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

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

Surveys will be disseminated every fall and CQI meetings conducted each spring where a plan will be created. The plan will be implemented and is an ongoing process that is reviewed regularly. The results of the assessment help to improve and strengthen the program by providing the program information pertaining to areas in which need improvement. These results assist the program in planning and programmatic changes in areas such as youth voice and leadership, safe and supportive environment, community partnerships, and sustainability.

The continuous improvement process includes data and information provided by the following stakeholders to plan, implement, and update the ELO Program:

Students

Parents

Staff

Teachers

Principals

Community organizations

11—Program Management

Describe the plan for program management.

This program is dependent upon open and frequent communication between the local education agency, the grant coordinator, and High Desert Leapin Lizards. All fiscal management is done using the SACS coding system and tracked in our budget software.

The ELOP program will be managed by the following people:

Site Supervisors- responsible for serving in a supervisory capacity in overseeing the overall daily operation of a designated program site. Plan, implement and oversee the delivery of a broad range of core educational and enrichment programs to promote program objectives. Act as a role model and provide leadership to assigned program staff. Develop partnerships with parents, teachers, school administrators, and the community as a whole. Review weekly schedules and lessons developed by program staff. Maintains daily records. Report issues to the program administrator and/or school site principal in a timely manner.

Program Assistants- prepare standards-based lessons, guided by students' academic needs and implement them. Maintain daily records. Provide adequate supervision. Actively participate in professional development. Report issues and concerns to the ELOP site supervisor in a timely manner. Program assistants check in with the site supervisor prior to the start of each day and attend a weekly staff meeting to discuss information pertaining to the program.

Staff have scheduled time daily to communicate in a group about daily planning, student engagement, and program events.

The SSUSD ELO Program Plan will be formally revisited, reviewed, and revised every three years through a collaborative process that includes personnel from both Sierra Sands Unified School District and the partnering High Desert Leapin' Lizards, Inc. A continuous improvement plan will be developed and maintained yearly through a collaborative process that includes all staff, stakeholders, school site personnel and principal, district-level personnel, parents, youth, representatives of participating public schools, community organizations. The Continuous Improvement Plan changes will guide the process of revising the Program Plan every three years.

Funding will be used to provide the following:

- purchase materials for units of instruction

- provide staff training and professional development

- materials for leadership activities

- staff compensation for implementing goals

- costs for advertising and project materials for community service projects

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.

Our district has an ASES program at three of our elementary sites. The ELO-P funding will be used to create additional after school programs at the other three elementary schools and the two middle schools. All elementary and middle schools will have extended learning programs. The funding will also allow us to offer an extended learning program for 30 days in the summer or during holiday intersession days. We will follow all program guidelines to develop one comprehensive and expanded learning opportunity to the greatest number of students possible.

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?

Advertisements will be placed in the local newspapers and on Indeed during the summer and throughout the school year. A summer training program and the all-hands meeting in the fall will onboard all new staff members. The training will include SPARK for physical education, SEL for social and emotional learning, CPR for safety, and how to effectively teach all curricula. The TK/kindergarten student group will be supervised with a ratio of 10 to 1 but all other age groups will maintain a 20 to 1 pupil-to-staff ratio. The staff supervising TK/kindergarten students will be provided further professional development on how to interact effectively with younger students.

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 instructional day will run from 8:00 AM-2:15 PM and include English language arts, math, science, history/social science, art, music, and PE activities using district-adopted instructional materials approved by the state.

Students will then transition to the after-school program and follow the schedule below.

2:15 PM-2:20 PM ATTENDANCE

2:20 PM-2:25 PM TRANSITION

2:25 PM-2:55 PM SPARK-PE activities

2:55 PM-3:00 PM TRANSITION

3:00 PM-3:15 PM SNACK

3:15 PM-3:20 PM TRANSITION

3:15 PM-3:30 PM SEL-social emotional learning

3:30 PM-4:15 PM STEAM-science, technology, engineering, art, and math activities

4:15 PM-5:15 PM HOMEWORK

5:15 PM-5:20 PM TRANSITION

5:20 PM-6:00 PM ENRICHMENT

Summer Schedule:

7:00 AM-8:00 AM MORNING ENRICHMENT-Welcome students into the program, students play games, read stories, etc.

8:00 AM-8:30 AM MORNING SPARK- PE activities

8:30 AM-9:15 AM CRAFT TIME

9:15 AM-9:30 AM SNACK

9:30 AM-10:15 AM MUSIC-Hands on teaching music and science of music.

10:15 AM-11:00 AM SPORTS-Teaching students fundamentals, rules about sports (basketball, soccer, baseball, etc.)

11:00 AM-11:45 AM STEAM-Hands on science

11:45 AM-12:15 PM LUNCH

12:15 PM-12:30 PM RECESS

12:30 PM-1:15 PM LANGUAGE ARTS-Hands-on activities such as creating a puppet show, plays, animation, storytelling, etc.

1:15 PM-2:00 PM ART (FINE ART)-Hands-on teaching students fine art (example Picasso and cubism)

2:00 PM-2:30 PM AFTERNOON SPARK-PE activities

2:30 PM-2:45 PM SEL-social emotional learning

2:45 PM-3:00 PM SNACK

3:00 PM-4:00 PM AFTERNOON ENRICHMENT-engaging activities as students are being picked up.

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

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

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. 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.