

Expanded Learning Opportunities Program Plan Guide

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

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Bishop Unified School District

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Contact Title: After School Program Coordinator

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Bishop Elementary School
2. Home Street Middle School
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date:

Review/Revision Date:

Review/Revision Date:

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”:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The ELO-P will provide a safe and supportive environment for participating students in numerous ways. The program for BES students Tk-4th grade will be offered on-site, with transportation provided at the end of the program day. The BES students in 5th grade and the 6th grade HSMS program will be offered on site at HSMS. Both programs will be offered 180 days through the school year. Week and day enrichment camps will be offered for 30 days of intersession or summer days. Extra enrichment classes, taught by BES staff will be offered outside of Ram's Club on school campus during the 180 school days.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Ram's Club and 5th/6th Grade ASP will hire and train staff dedicated to supporting the whole child, and will provide opportunities for enrichment, play and social-emotional support. Rams Club students will have the opportunity to meet with Art Therapy Counselors 1-2 times per month and have regular access to school counselors when needed.

2—Active and Engaged Learning

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

The ELO-P programs will provide opportunities for students to experience active and engaged learning by planning activities, programs and events that support and supplement the instructional day. Students will get a 1-6 tutoring ratio opportunity with homework. Students will also engage in age appropriate art programming, literacy development, active play, field trips, hand-on learning opportunities, and STEM based activities.

3—Skill Building

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

Students will have the opportunity to experience skill-building by engaging in various programs and activities, such as: leadership based clubs, garden based learning, art programs, robotics, science activities, theater workshops and performances, outdoor climbing/bouldering experiences, etc. The ELO-P will focus on academic, career, social-emotional, and leadership skill building. Students will also have opportunities to collaborate with peers and strengthen communication skills. These skills will be layered and built upon to progress through various lessons and activities to allow students to achieve mastery of those skills. Students will be encouraged to progress through various opportunities to strengthen their creative skills and refine their group's collaboration and communication. Learning opportunities and projects will be linked to personal experiences for real world application.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Students will have the opportunity to participate in groups that allow them to practice using their voice and learn valuable leadership skills both in and out of school. Students will have opportunities to provide feedback through small group discussion and student surveys. Student feedback will be used to better align the program with student interests to tailor the program to the needs of individual school sites. Students have the opportunity to choose themes and decorate their learning environments to create a sense of ownership. Students in the program will also have opportunities to be class and group leaders. Student leaders receive training from program employees to learn how to support their peers by providing direction, guidance and helping to lead small group activities. Interested students are coached to go through an application and interview process. Student leaders may also have additional opportunities to participate in service and community projects. Student leaders mentor and train incoming student leaders. These groups and opportunities will be continuously monitored by program employees to ensure the development of leadership skills. Students will participate in restorative practice circles to express needs and celebrate successes.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Students will be given the opportunity to engage in daily, active play times, with both structured and unstructured activities. Students will also have the opportunity to participate in after school gardening activities, where they will learn how to grow their own healthy food, and develop healthy eating and lifestyle habits. Students will also be provided with a healthy after school snack, as well as a nutritious hot meal at the end of each day, provided by the BUSD cafeteria staff, that meets meal and snack requirements.

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. Include how the ELO-P will provide access for students with disabilities.

The program will provide lessons and opportunities for students to learn about diversity and develop sensitivity skills. Thereby, creating safe learning environments where students feel comfortable sharing their diverse backgrounds, abilities, and celebrating their differences. Activities will be adapted to ensure the participation of students with various physical and developmental abilities. The program will create a culturally diverse environment through program materials and displays. Students will learn about different cultures through cultural celebrations. Materials and parent information will be available in Spanish for families whose primary language is Spanish. Each group will strive to have a bilingual instructor to help EL students participate in day to day activities. The program will strive to hire employees that reflect the community of the students served.

7—Quality Staff

Staff Engagement

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

All employees will have access to equipment, materials, and supplies to be successful in their roles. Staff will be given a proper space to be able to tutor, create art projects and create enrichment opportunities for students.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Staff will be CPR and First Aid Certified. Bishop Unified requires all staff to pass the school background check and do a TB screening before staff can interact with students. Bishop Unified will continue to hire staff to maintain the TK/K 1:10 ratio and 1st-6th 1:20 ratio. Bishop Unified will strive to maintain a ratio of 1:15 for 1st-4th grade. Bishop unified has hired two floating positions, a Lead Floater and a Support Floater that will be used as extra support and subbing when staff is absent. Each Rams Club group for TK-4th grade will have a Lead Aide and Support Aide. 5th and 6th grade program will also maintain a Lead Aide and Support Aide for each grade level.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Employees are offered competitive pay and have clear job descriptions to understand the level of support and administrative responsibilities assigned. All employees will be held to high levels of professionalism and competency. New employee onboarding will include training to understand their role and how to best support and engage students. Employees will be required to attend various professional development activities, district, county and state sponsored trainings that are content focused to actively engage students, learn the latest inclusive practices, and improve student-centered supports. Employees will also be provided with on the job coaching and technical assistance when needed.

8—Clear Vision, Mission, and Purpose

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

Through strong relationships with families, schools, and communities, it will be the goal of the program to provide quality educational, recreational, and cultural programs. We will aim to promote the social, physical, intellectual, and social-emotional development of the youth served. Students will be guided and supported to reach their full potential as productive, caring, responsible citizens. The program vision, mission, and purpose will be clearly communicated to a variety of stakeholders, including students, parents, employees, community partners, and school site partners.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The program has been created with a family and student centered experience in mind. Students and families can pick and choose enrichment opportunities to best fit

their schedule and wants. Parents have direct communication access to ELOP Coordinator through phone and Parentsquare. Families are also invited to field trips out of the area.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The program will collaborate with various non-LEA entities to provide quality and diverse programming to meet the needs of all students. Numerous organizations, businesses, and groups have agreed to partner in our program to provide activities centered around the arts, cultural events, sciences, hands-on learning, field trips, among many other exciting opportunities. Bishop Unified will continue working with our County and Community School staff to continue to work together to better student participation and opportunities.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The program will use data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. Assessment tools will include internal assessments for program quality, employee evaluations, and stakeholder surveys. Resources will include the Quality Standards for Expanded Learning in California and California AfterSchool Network.

Program employees of all levels will engage in ongoing professional development to continuously improve in their respective positions. School sites will participate in weekly debriefing sessions where they are able to address any concerns, successes, and questions that may arise.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Registration forms and ELOP flyers are available and sent to ALL students TK-6th grade on Parentsquare. Information is also available on school websites. Enrollment is based on completed and signed registration forms on Parentsquare. Paper registration is also available for families needing that option. Parent square keeps all records of ALL requests for ELOP programming.

Attendance and behavior documentation is done and recorded on Aeries.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

Salaries: \$752,964
Benefits: \$523,246
Supplies: \$100,000
Field Trips: Ski PE: \$10,000
Baseball Games: \$6000
Aquarium:\$6000
Contracted Services: \$75,033

This budget is created for a community and student centered experience. The salary and benefit amount provide a student/instructor ratio much lower than the requirement of ELOP, giving students a safer and more intimate experience in all enrichment and activities provided. Attending professional games, aquariums, museums and going to Ski PE can help students connect with friends, classmates, and teammates outside of the classroom, fostering a sense of community and belonging. Analyzing baseball games, understanding player strategies, and making predictions can enhance critical thinking and decision-making skills as well. Bishop Unified will provide many more contracted services, examples being, rock climbing, hiking, bouldering, swim lessons, gymnastics, yoga, and jui jitsu.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Salaries and benefits will be paid for the work of ELOP only. The Chief Business Officer and After School Program Coordinator will monitor spending throughout the year.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

N/A

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. (See [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?

Kindergarten and TK will maintain a 1:10 staff ratio always. BES will continue to hire with any growing demand needed. Staff will be recruited with the normal BUSD hiring process. Child development credits desired but not required. Staff will have 3 PD days focused on child development.

TK/K schedule: 2:00-5:00pm

2:00-2:15 drop off and check in from teacher
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2:15-2:45 TK playground and age appropriate group games (list given to instructors)

2:45-3:00 snack

3:00-3:25 rest time

3:25-4:00 Age appropriate stations including academic support

4:00-4:30 daily activity

4:30-5:00 dinner and pick up

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will

transportation be provided?

Registration will open to ALL students at the end of each school year for Tk/Kindergarten-6th graders. Registration flyer and form is sent through Parentsquare where every family has equal opportunity and access to registration. This is sent in both English and Spanish. Paper forms are available in the front office for any family needing assistance with registration. Forms filled out on Parentsquare have an electronic signature and are digitally stored until audit. Paper forms are filed and kept until the audit is complete. Transportation is provided at the end of the evening to 10 different school bus stops hitting a wide range of communities in Bishop area.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips to Angel's and Dodger's Stadium: Round trip on school buses for Tk-6th grade.

Field trips to Aquarium of the Pacific: Round trip on school buses for Tk-6th grade.

Field trips to Mammoth Mountain Ski Resort: Ski and snowboard lessons, round trip on school buses for 2nd-6th grade students.

Field trip to Mammoth Adventure Park: Round trip on school buses Tk-6th grade students.

Local field trip to Tri-County Fair, Sage to Summit, Bishop Park, highschool sporting events, community events: Walking or van field trips for Tk-6th grade students.

All the above field trips are a huge part of the enrichment program at BUSD. Field trips to sporting events and community events can be educational by providing real-world applications of academic concepts (e.g., physics in motion, economics in event management), fostering critical thinking through analysis of strategies and teamwork, teaching valuable social skills like communication and cooperation, and

stimulating curiosity and engagement with the sport beyond a textbook. These experiences make learning more tangible, promote deeper understanding of concepts, and can inspire lifelong interest in sports and cultural understanding. These are opportunities that most UPP students in our area might never be able to participate in without ELOP.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

NA

Sample Program Schedule- Regular Schoolday

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

RAM Club Daily Schedule

4th Grade Shawn Rm 36

Monday

- 2:20 - 2:40 - Snack
- 2:40 - 3:20 - HW/Reading Room 36
- 3:20 - 4:10 - Catch Fitness
- 4:10 - 4:30 - Playground
- 4:30 - 5:00 - Dinner
- 4:45 - 5:00 - Bus and Pick-up

Tuesday - Thursday

- 3:00 - Meet at BAC tables
- 3:00 - 3:15 - Outdoor snack time
- 3:15 - 3:45 - Homework and Reading (Split into 2 groups)
- 3:45 - 4:00 - Switch Groups

- 4:00 - 4:25 - Tues- Indoor Group Games
Wed- Board Games
Thurs- Craft
Fri- Rams Classroom/Stations/Movie
- 4:25 - 4:30 - Clean up Classroom and walk to Supper
- 4:30 - 5:00 - Supper
- 4:45 - 5:00 - Bus and Pick-up

Friday Rams Classroom

- 3:00 - 3:15 - Snack
- 3:15 - 4:00 - Stations 15 min each
- 4:00 - 4:30 - outside play
- 4:30 - 5:00 - Dinner
- 4:45 - 5:00 - Bus and Pick-up

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours

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

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components
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.

Third Party Notifications
EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
- (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.
 - (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.