

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: Julia Lee Performing Arts Academy

Contact Name: Rachel Thomas

Contact Email: RThomas@jlpaaschool.org

Contact Title: Principal

Contact Phone: 951-595-4500

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. Julia Lee Performing Arts Academy
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: August 29, 2025

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.

1. The program will remain entirely on the school grounds located at 19740 Grand Ave in Lake Elsinore, CA. This will provide the staff of the After School program with the ability to implement and manage all safety procedures in a defined area to keep all student participants safe and accounted for.
2. Those procedures will include:
 - a. Tracking student attendance and parent or guardian “hand-off” to assure that all students are properly accounted for while participating in the program until they are safely in the custody of their parents or legal guardians.
 - b. Assigning an on-site coordinator who will hold the staff and program accountable for the safety of all student participants and to verify that all staff are consistently trained and managed to follow all program procedures and rules. In addition, semi-monthly drills will help the staff stay alert and mindful of the potential for mishaps if they were to be inattentive.
 - c. Training school staff with the procedures they would need to follow when checking in student participant to the program.
 - d. Verifying that all background checks are completed on a regular basis and are updated at least semi-annually.
 - e. Holding the proper amount of insurance to be able to accommodate any staff or student who may need to be covered due to some unforeseen incident.

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.

1.1. The Julia Lee Performing Arts Academy (JLPAA) ASES program will consist of staff that are dedicated to providing a safe and supervised environment where students of all ages may participate in enrichment, academic and recreational activities of various types in a limited and secured area specifically for this purpose. The students will take part in exercises that teach them how to manage their emotions and to establish positive and rewarding relationships with other students. These exercises will help them to manage their feelings and impulses in stressful and unpleasant situations. The Julia Lee Performing Arts Academy (JLPAA) ASES program will consist of staff that are dedicated to providing a safe and supervised environment where students of all ages may participate in enrichment, academic and recreational activities of various types in a limited and secured area specifically for this purpose. The students will take part in exercises that teach them how to manage their emotions and to establish positive and rewarding relationships with other students. These exercises will help them to manage their feelings and impulses in stressful and unpleasant situations.

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.

As our society and technology continue to expand in a massive way, it has become more important than ever to assure that our children are prepared to acclimate to the needs of the community to be a productive member of society and increase their opportunities for success. It's key that our youth are able to interact with others in a positive manner to be able to conduct business on a professional or personal level, for which they need to be very literate, which not only encompasses reading and writing, but also includes speech, listening and comprehension.

Our program will be focused on:

1. Providing value in diverse stories, visuals, experiences, and viewpoints.
2. Communicating the significance of reading, writing, verbal and listening skills, and crafting.
3. Reading-aloud programs to contribute to increases in vocabulary and reading comprehension.
4. Implementing enrichment programs that consist of music, art, physical education, technology, crafts, and science to tap into the different parts of the brain and emphasize more critical thinking and creativity skills.

3—Skill Building

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

- The JLPAA ELOP program will incorporate literacy exercises which include:
 - 1) Vocabulary Development
 - 2) Figurative Language
 - 3) Reading Comprehension
 - 4) Inferencing
 - 5) Visual Strategies
 - 6) Written Language
 - 7) Test Modification
 - 8) Social Studies
 - 9) Paragraph Organizers
 - 10) Classroom Behavior.

The entirety of the program will utilize classroom-introduced material in order to align and comingle the efforts of the ELOP staff with those of the school staff to continue to familiarize students with classroom materials and improve test scores as students gain confidence.

- The school will provide all students with an interactive list of enrichment activities that are designed to extend their learning and to improve or enhance skills, knowledge, and well-being. These enrichment activities will include academics, sports, arts, performing arts, and more, and are offered to provide entertainment and enjoyment, while adding beneficial gains in student skills.

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.

School Philosophy: It is the philosophy of Julia Lee Performing Arts Academy that “The Children Are The Future” and through their education today we’ll have great leaders for tomorrow. The Julia Lee Performing Arts Academy is a supportive educational community where our students achieve high academic standards and

pursue excellence in the performing arts. We believe in inspiring confident lifelong learners who have the courage to dream, imagine, explore and to realize their full potential through hard work, curiosity and creativity.

Student Input To Drive Development: We will conduct various surveys throughout the school year to determine which parts of the program structure are favored by students and which parts should be either overhauled or eliminated. Although students may show signs of improvement through the use of select educational tools that have been implemented within the program, if the students are not enjoying the program tool then we are open to searching for substitute tools that could be both enjoyable and effective.

- Student Leadership Council: We will establish a Student Leadership Council that will consist of student participants of all ages who will promote principles built on respect for ideas, diversity in viewpoints and consideration of minority perspectives. We will also create a mentorship program that will afford the chance for the older student participants to guide and mentor those who are younger program participants.
- Service Learning: We will provide service learning by actively engaging students in meaningful community involvement while fostering leadership and civic responsibility. For example, students participate in the Invention Convention, where they apply creativity and problem-solving to real-world challenges. They attend Chamber of Commerce and City Council meetings, gaining firsthand experience in local governance and civic engagement. Through a student leadership team, they develop organizational and communication skills while guiding peer initiatives. Collaborations with Rotary International and Wildomar Beautification Volunteers allow students to contribute to city-wide projects like trash cleanups, promoting environmental stewardship. These experiences not only enrich their education but also instill a lifelong commitment to service and active citizenship.

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.

o We will provide only healthy snack options to our students while they are participating in the program. Those choices will consist of..

- Fruit and vegetables
- Trail Mix (no nuts)
- Raisins and cheese sticks

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.

- In order to promote diversity, access, and equity, the program will start by training the staff to put aside their biases, misconceptions and prejudices and treat all participants and each other with complete respect regardless of one's culture, ethnicity, economic background, religion or any other protected class.
- Student participants will be taught the importance of an inclusive environment that appreciates students with learning disabilities, English learners, those that are susceptible to bullying, and others who may feel left out. All students will have the opportunity to show leadership through their decisions that will be a part of exercises designed to problem solve real-world scenarios facing youth today. They will be given the opportunity to explore the various viewpoints and, without discouragement, share those viewpoints with the group. Students will be encouraged to challenge societal norms and group-think and feel free to share their opinions.
- All students will have full access to program benefits that will be thoroughly communicated to the students and to their parents or legal guardians via email or through newsletters or other mailers or brochures. Access should include physical access, language access, access to all ages, to all genders and access provided to others with learning disabilities. Staff will be held accountable to verify that students, who may not be as vocal, are asked about their preferences to be included in any aspect of the program and then to verify that the access is provided.

7—Quality Staff

Staff Engagement

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

Staff members will be assigned groups of students TK-K(10) 1st-8th they will be responsible for. Staff will be encouraged to share hobbies they are interested in to offer clubs for the 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)]).

1. Met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of, and the ability to, assist in instructing reading, writing, and mathematics.

2. Has demonstrated proficiency in basic reading, writing and mathematics skills up to or exceeding that required for high school seniors in the local high schools.

3. Afterschool staff will be encouraged to pursue or obtain Career Technical Education (CTE) credentials to enhance the quality and relevance of programming offered to students. These credentials will empower staff to integrate real-world skills and career pathways into afterschool activities, aligning with workforce development goals and expanding opportunities for student engagement in areas such as leadership, entrepreneurship, and community service.

TK-K students will hire 1 staff member for every 10 students enrolled in the program.
1st-8th grade will hire 1 staff member for every 20 students enrolled in the program.

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)]).

Staff development will be provided at least three times per school year to ensure ongoing professional growth and program quality. Staff will participate in compliance training, CPR certification, and complete required modules through Vector Training. In-person training sessions will be used to introduce and reinforce the California Quality Standards for Expanded Learning Programs. Additionally, staff will engage in vendor-led trainings to stay current with best practices and tools. The site coordinator will attend the BOOST Conference, a leading professional development event for afterschool educators, to bring back innovative strategies and insights to the team.

8—Clear Vision, Mission, and Purpose

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

Mission:

Our mission is to implement an after-school program at Julia Lee Performing Arts Academy that teaches our students the importance of academic, social and physical development that will work to add value to all of their relationships and the community.

Vision:

Our vision is that our students are brought a diversified number of high quality after-school programs that teach them productive, healthy and leadership-based lessons.

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.

Families are encouraged to share feedback and stay informed through the ClassDojo app, where program updates and activities are regularly posted. In addition, families are invited to attend Family Nights, which offer opportunities to engage in fun, educational activities alongside their students. The program will also host Family Dinners, providing a welcoming space for parents to connect with staff, build relationships, and share ideas about what they would like to see in the program.

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.

It is the goal of Julia Lee Performing Arts Academy to create collaborative partnerships outside of the school that will benefit both the students of JLPAA and the outlining community. We have established relationships with:

- Lake Elsinore Chamber of Commerce: offering students the chance to present their inventions and learn about local businesses.
- City of Wildomar: offering support with field trips and events, acknowledging student achievement, and being mentors to our students.
- City of Lake Elsinore: offering support with field trips and events, acknowledging student achievement, and being mentors to our students.
- Rotary Club of Wildomar: offering leadership camps to our students, volunteer opportunities, and opportunities to practice public speaking.
- Elks Lodge: support with field trips and events
- Technovation: providing training and lesson for technology based inventions.
- Henry Ford Museum/Invention Convention: providing training and lesson for invention education
- Learn Fresh: providing staff training, lesson plans and board games for students to practice their STEM skills.
- Jr. Olympics/ Sports Stacking: Providing staff training, student training, and fun engaging physical activities for students.

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 Site Coordinator will collaborate with school administration to review student testing data and identify academic standards where additional support is needed. Afterschool staff will work closely with classroom teachers to address individual student needs and reinforce targeted learning goals. To monitor progress, a math assessment will be administered three times per year, allowing the team to track student growth and adjust instructional strategies accordingly.

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.

Attendance is tracked in Youth Services and must have log in credentials to view.

Parent Handbook

https://docs.google.com/document/d/19YrbFHm4rLbJOOE8EmvX44GIn3WF2rk-3Hm-_zhvVdE/edit?usp=sharing

Enrollment Flyer:

https://docs.google.com/document/d/1eBG0oPtj8kZbewEUww525bUxfqslIZIMI_FApC ZiHE/edit?usp=sharing

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?

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

We will assess the program three times per year (September, February and May) with the principal conducting the PRINCIPAL assessment and the Program Coordinator conducting the assessment.

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.

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?

Curriculum for Transitional Kindergarten (TK) and Kindergarten will be developed to align with grade-level standards and tailored to meet the specific needs of younger learners. The program will collaborate closely with TK/K teachers to identify areas where additional support is needed. To ensure quality care and instruction, staff working with TK/K students will maintain a 1:10 ratio, and the daily schedule is designed to support this structure. Morning TK runs from 8:00 AM to 11:30 AM, after which the ELOP program begins at 11:30 AM with one staff member assigned to every ten students. Kindergarten is in session from 8:00 AM to 1:30 PM, followed by a gap program from 1:30 PM to 2:30 PM, utilizing classroom aides while maintaining the 1:10 ratio. When school ends at 2:30 PM, 2–3 staff members will be assigned to continue supporting TK/K students who remain in the ELOP program for the rest of the day.

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?

The program will take place entirely on the school campus located at 19740 Grand Ave, Lake Elsinore, CA. Transportation will not be required.

Flyers will be distributed in both English and Spanish and will also be available in the school office.

Notices regarding the afterschool program and intersession will be shared through ParentSquare and ClassDojo, which will automatically translate messages into each family's preferred language.

Enrollment will be completed through an electronic form, which will be securely stored in Google Drive. The ELOP program proudly participates in Invention Education, offering students hands-on opportunities to explore innovation and entrepreneurship. As part of this initiative, students will attend local business visits and community events to learn about various industries and showcase their own inventions.

These experiences help build community connections, strengthen public speaking skills, and foster business acumen.

Students will also have the opportunity to compete with peers across California, with the potential to advance to a national competition at The Henry Ford Museum in Michigan. During these trips, students will gain valuable insights into the history of innovation and be inspired by real-world examples of creativity and problem-solving.

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.

The ELOP program proudly participates in Invention Education, offering students hands-on opportunities to explore innovation and entrepreneurship. As part of this initiative, students will attend local business visits and community events to learn about various industries and showcase their own inventions.

These experiences help build community connections, strengthen public speaking skills, and foster business acumen.

Students will also have the opportunity to compete with peers across California, with the potential to advance to a national competition at The Henry Ford Museum in Michigan. During these trips, students will gain valuable insights into the history of innovation and be inspired by real-world examples of creativity and problem-solving.

One of the exciting enrichment opportunities offered through the ELOP program is Sport Stacking. This fast-paced activity allows students to compete locally and nationally, and our students have excelled—holding multiple California records in the sport.

Their success has opened doors to demonstration visits at other schools, where they showcase their skills and apply the leadership abilities they're developing. Students who participate in Sport Stacking may also receive invitations to the Junior Olympics, scheduled to be held in Houston (2025 & 2027) and Des Moines (2026).

Sport Stacking offers more than just competition—it helps students build cooperation skills, improve hand-eye coordination, and develop ambidexterity. A study from the University of Wisconsin found that sport stacking can improve reaction time by up to 30%. It also enhances bilateral brain proficiency, which supports growth in reading and math.

Additional benefits include:

- Promoting team building
- Encouraging sportsmanship
- Building confidence in public performance

Learn Fresh offers engaging STEM-based board games that allow students to practice academic skills in a fun and interactive way. These games are sponsored by professional sports teams, which often host gameplay events at their stadiums, creating a unique and exciting learning environment.

Our students will participate in local gameplay sessions with other schools and attend regional tournaments held at sports venues. There is also the exciting possibility of being invited to national tournaments, including one hosted at the NBA headquarters in New York.

This program blends STEM learning with the thrill of competition, offering students a chance to build academic skills, teamwork, and confidence—all while connecting with the broader sports and education community.

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.

We do not charge fees.

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.**

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.