

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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



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

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

<b>Name of Local Educational Agency or Equivalent:</b>	Twin Rivers Unified School District
<b>Contact Name:</b>	Travis Burke
<b>Contact Email:</b>	travis.burke@trusd.net
<b>Contact Title:</b>	Executive Director of Special Projects & Equity
<b>Contact Phone:</b>	916-566-1600 ext. 32239

**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. Allison Elementary
2. Babcock Elementary
3. Castori Elementary
4. Del Paso Heights Elementary
5. Dry Creek Elementary
6. F.C. Joyce TK-8 School
7. Fairbanks Elementary
8. Foothill High School
9. Foothill Oaks Elementary
10. Foothill Ranch Middle School
11. Frontier Elementary
12. Garden Valley Elementary
13. Grant Union High School
14. Hagginwood Elementary
15. Hazel Strauch Elementary
16. Highlands High School
17. Hillsdale Elementary
18. Kohler TK-8 School
19. Las Palmas Elementary
20. Madison Elementary

21. Martin Luther King Jr. Tech Academy
22. Northlake TK-8 School
23. Northwood Elementary
24. Norwood Junior High
25. Oakdale TK-8 School
26. Orchard Elementary
27. Pacific Career and Technology High School
28. Pioneer TK-8 School
29. Regency Park Elementary
30. Ridgepoint TK-8 School
31. Rio Linda High School
32. Rio Linda Preparatory Academy
33. Rio Tierra Junior High
34. Sierra View Elementary
35. Village TK-8 School
36. Vista Nueva Career and Technology High
37. Westside Elementary
38. Westside Preparatory Charter
39. Woodlake Elementary
40. Woodridge Elementary

<b>Governing Board Approval Date:</b>	October 25, 2022
<b>Review/Revision Date:</b>	June 18, 2024
<b>Review/Revision Date:</b>	April 8, 2025

### 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 Opportunities Program Plan Guide for Twin Rivers Unified School District

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/qualstandcqj.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.

Twin Rivers is dedicated to providing safe and supportive learning environments for all students. With the Expanded Learning Opportunities Program, we will build on our ASES program to provide Before and After school programs for all students TK-12 at all of our 40 school sites. In order to ensure that our programs provide a safe experience, we implement multiple layers of training and monitoring. All of our staff undergo a rigorous district vetting that includes background checks and educational qualifying examination. For training, we provide hands-on CPR training and first aid, include safety response training with our Twin Rivers USD Police department, and our nursing staff. Having this training allows our staff to respond to student needs. The district team consists of 3 Programs consultants that oversee the implementation of contracts, community partners, and day-to-day operations and budgets. They are responsible for compliance and program design to ensure equity and access across our school sites. Their direct reports are program specialists. There are 14 program specialists that oversee sites and programs directly. They monitor the frequency of emergency drills, respond to site needs, and provide guidance and consultation with incidents. They will report to sites if there are threats or emergencies to support the teams. Each of them review and evaluate program progress in order to continuously improve. They are instrumental in providing resources to our after school staff as well as coaching and program improvement.

All of our sites are required to include our Before and After school programs in their Comprehensive Site Safety plans. Staff is included in school site safety team meetings, trainings, and recommended to be part of the site safety response team. Twin Rivers utilizes the Catapult Emergency Response App that allows users to create alerts, monitor staff and student responses to those alerts, and engage in drills for emergency response. The app also notifies the central office team and police services so that responses to situations are prompt and well documented. Twin Rivers includes this app on the mobile phones that are purchased for staff in our programs. We also provide ongoing training, walkie-talkies, and collaboration with our district leadership to create safe and secure conditions for staff and students. Our daily morning and after school programs provide over 9 hours of care for students. Most of our programs begin at 7AM; 45-60 minutes before the school day begins. Students that participate are provided breakfast, snack, and supper during our after school programming.

Our before and after school programs are located on school sites and do not require transportation. We have intercession programs and utilize district bussing, partnerships with city transit, and charter vehicles when needed. We work closely with our transportation department and community partners to guarantee that transportation is not a barrier for participation in any of the expanded learning programs.

Catapult Emergency System is a response tool used by the school district. This program has been added to the Expanded Learning staff devices and training on how to implement has been held. Additional Programming & Safety Costs that will be included in the plan: Medical and first aid equipment for events and after school programs, Training and certification of outside partners and staff, Transportation and equipment storage, Shared costs for inter-department collaboration,

To provide greater access, our staff collaborates with and receives training from our Special Education Department. The training involves de-escalation strategies, understanding the behaviors of students, and alignment with district initiatives such as positive behavior supports and interventions (PBIS). This relationship provides seamless supports for the students with disabilities. The supports receive during the school day are communicated to and continues in the programs beyond the school day. Our program consultants review IEP/504 and student needs prior to enrollment in order to equip and place the most suitable staff with students that have additional needs.

Twin Rivers Police Department is another resource that keeps our students and staff safe during program hours. They provide response to emergencies, support with potential threats, and services such as well checks and threat assessments for students that display signs of need. The team patrols sites and is notified of alerts and drills with our Catapult system. This additional layer of dedicated police support is crucial to the safety of our program.

The ability to communicate with families and staff is another key factor in the safety of our students. We utilize ProCare for attendance in our programs. This program allows staff to communicate directly with families via messaging and provides automated messages when students are absent or not signed in/out. Permissions from our LEA Student Information System are included so that staff can quickly and accurately identify people that are authorized to sign out students. This tool includes training and collaboration and is used for all of our district-based programs. For broader communication, we use ParentSquare that allows users to receive messages in their home language via text, email, or call.

### **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.

Social Emotional Learning is a key component of our planning. We partner with County Office, CAN, and our own MTSS department to implement tools of a tier-system of support. Our partners learn, implement, and receive ongoing coaching and evaluation on the progress of creating safe and supportive communities that are aligned with the site culture present during the school day. Our practitioners employ cultural proficiency models and relationship-based classroom management and culture building techniques that are also used by our classroom teachers. We provide clear expectations, guidelines for behavior management, and processes that are shared with and reviewed with families frequent to create a partnership. During the many professional development opportunities throughout the school year, our staff is exposed to and receives feedback on how to implement successful SEL programming and how to create positive relationships with students.

## **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.

Enhancing the educational experience and improving outcomes for our students is one of the major goals for the Twin Rivers program. The district team has metrics to monitor participating students' academic progress. The team goal is to exceed the district goal in achievement in Math and ELA in the 2024-25 school year and each subsequent year. This is done with clear articulation of our goals to all involved partners, and the design of a program that enhances the in-school instruction our students receive. With ELO-P, the continuity of programs from TK-12 is key. We serve all of our TK-6 students and utilize additional funds to extend to 7-12 and combine with other funding sources. In the area of academics, the team and staff collaborate with teachers, site leaders and district leaders to provide an experience that aligns to the school day, but provides greater opportunity to learning than is possible within the school operating hours. We utilize programs and curriculum that is the same as the school day as well as some just for expanded learning. Included are iReady, SWUN Math, SPARKS PE, and Google Classroom. The inclusion of student interests, school work support, hands-on experience, and real-world ties are at the heart of the academic component of expanded learning programming.

For our before and after school providers, professional development is offered before the start of the program for three days and during the school year during non-student days. The goal of the program is to enrich and enhance the academic program that takes place during the school day. There are many elements included in our academic plan that support this goal. First, we provide access to the scope and sequence that is used by our schools to provide academic instruction. This plan is used in conjunction with training experiences that provide collaborative space to design, finish, hands-on learning experience that connect to the learning that takes place in class. Our staffs are led by

site coordinators that collaborate and with and communicated daily with site administration, teaching staff, and office staff. This provides input for day-to-day staff development and training. In addition to training, we provide additional resources such as curriculum, technology enhanced learning tools, and materials to create and implement hands-on experiences for our students. Our teams respond to student and staff interest surveys and provide experiences that or students would normally not have access to that build on the learning they experience in classrooms.

Our district team plans special events and showcases for students to receive academic recognition and enrichment. Included are STEAM and Project Based Learning challenges, Playgroups for the youngest students, and supplemental skill building activities. Our community partners are encouraged to and often create programs and enrichment for students that enhance learning. Many of these are camps during intercession but include the academic intervention element. Collaboration and input from educational partners is continuously elicited and utilized to decide on programming for future intercession offerings. These intercession camps offer field trips, exercise and health and additional tutoring. Having engaging opportunities to continue learning during the non-school days helps our students maintain progress while gaining new experiences.

Tutoring and school work support are included in every program plan. We have additional resources with ELO-P that provide academic support for students when used by our staff. This allows our students to access content area experts and learn with our staff. Having access to experts has provided greater learning experiences, especially in the intermediate and secondary grades. Our staff is trained to use blended learning and other techniques to integrate programs such as this into the tutoring time. Our staff also access student progress reports and materials from the school site in order to have more fidelity to the school experience. Staff communicates with teachers frequently to monitor progress on grades, assignments and behaviors. This communication establishes a circle of support for our students and creates clear messaging for families.

In addition to direct academic support and enrichment, we also partner with many community agencies that provide onsite experiences for students. Our partnerships continue to grow as we learn of resources from our community and our staff. These include science labs brought in for students to engage in, physics demonstrations, connections to animal science, and other academic enrichment opportunities. Many of these providers also do school assemblies.

### **3—Skill Building**

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

Providing students with opportunities to build skills that capture interest and develop career possibilities are important in the Twin Rivers expanded learning program. In order to successfully support students in skill building, collaboration, partner input, and professional development are required. As stated above, creating a vertical network from TK-12 is a district initiative. Connecting students to their futures is mission for multiple departments. Expanded learning programs allow the district to create opportunities for students to explore their options in school and in the community. Partnerships and planning are at the heart of this element of our programs.

For district partnerships, the Career Technical Education (CTE) department plays a large role in the development of our skill building programs and activities. One of the findings in the student input surveys and interview was that many of the student interests are in existing programs that were not known to the students. Some of the top skills students expressed desire to acquire were digital media and game design, arts, culinary, music production, and podcasting. In addition, career exploration was a highly ranked desire of students. Our program design is to provide these experiences for our students while also informing them about the existence and requirements of our CTE pathways and courses. In collaboration with CTE department leads and teachers, we have created clubs and intercession camps around culinary, dance, various arts, music production and podcasting, e-sports and game design, digital media, and more. As students progress in age, the introduction of the high school pathways and post-



secondary pathways are introduced. Students work with community agencies that specialize and hire in these fields as well as teachers that provide engaging lessons and activities. These come in the form of shortened courses for credit (summer) and clubs during the year. It is part of our design to include the career exploration and planning tools for students to set and achieve goals in fields of their interest. As our program grows, we plan to articulate skills development from TK-12.

Economic and financial literacy were requested often from our parent and secondary student stakeholder groups. Utilizing Vanguard's Classroom Economy materials, Twin Rivers will be implementing this system that provides hands-on, experiential learning with basic finance and serves as a classroom management and community building tool. The program has increasingly complex features as grade levels progress. All levels include classroom jobs, paying rent, and basic budgeting for supplies purchase. The program includes frequent finance fairs that can be auctions, marketplaces, and experiences that students save for. We are very excited at the possibilities of using classroom economy in our programs including entrepreneurship and household finance.

Social emotional and mental health skill building is part of our district MTSS framework and is followed in our after school program. Some features include a daily check-in using adaptive software. The program provides exercises for leaders and students but also included data tracking and alerts when there are student concerns. This provides great data for our PLC teams to review and look for trends when we engage in a continuous cycle of improvement. Beyond the technology program screener, staff receives professional development from our PBIS and MTSS teams to work on prosocial skills, coping skills, and character building. These social emotional skills are embedded in all of our programs including clubs and athletics. We are working to design more activities around cultural competency for our staff and our students. Our diverse population and growing number of recent immigrants necessitates time and space for learning about and understanding one another in a shared environment. This work has been successful at the secondary level and will begin to be implemented at earlier grades. Many of our clubs offer meditation, yoga, other mindfulness activities and peer mentorship. Having access to the counseling lessons and schedule of character focus areas has been a great asset as we grow this element in the program.

Having the opportunity to work with experts makes a difference in the lives of students and provides a framework for skill building. We are working to include photographers, music producers, artists, master gardeners, chefs, musicians, and other professionals to support our interest and career building clubs. The expertise and real life experience adds a dimension to our program that is not often available to students outside of the school.

During the 2023-24 school year, our input from students and our examination of street level data from multiple perspectives showed an interest and a need for workforce and skills development. As a result, we have focused our program on developing a TK-12 vision for students gaining skills for life success and workforce skills. As students enter high school and are of working age, we have worked with agency partners to develop program where students can serve as intern employees in our after-school programs, work in paid internships with other community based companies, and develop skills and experience as entrepreneurs and other creative skilled work. This focus on developing workforce and life skills has provided our programs with an expanded staff and also helped our students develop high-demand skills while earning income. This is having the effect of re-shaping our community and creating a cycle of service and program definition that is increasing engagement, attendance, and interest in our communities. Student that participate have shown improved academics and attendance as well as community involvement.

## 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.

Youth are encouraged to participate in both their educational experiences and their communities. Programming and ELO-P offerings begin with partner input and that includes the students. Last year's survey included over 600 student responses on what would be engaging and desired before and after school. Programs are developed using this input, a survey of cultures, and data regarding academic and social achievement.

Service learning and project based learning are cornerstones of our TK-6 programs. Staff guide students to make selections based on their preferred expression media, interest, and backgrounds. This extends to activities and enrichment. There is always an element of student choice in our programs. Students frequently participated in exhibitions and displays of their work that include presentation and public engagement. These events provide a platform for students to share their learning journey and how they express themselves.

For our older students, civic engagement is a part of the program. Students frequently discuss topics that are in current events and media. They discuss and learn methods to take action. There is participation in many community events that celebrate diverse cultures and issue that students are passionate about. Much of the art work and projects that are designed by our secondary students include elements of social justice and global awareness of current issues.

During summer and intercession, partnerships with agencies provide underserved students unique opportunities to speak for their culture, connect with resources, and learn how to engage in activism. These agencies provide opportunities for our students to learn about their cultures, engage in arts and traditions, and develop a community that supports the community at large. Some examples are our Freedom School Camps and Summer Programs, Hmong Youth and Parents United Camps, and Ujima Robotics and Leadership for African American Females. These programs enhance the leadership skills in our students as well as cultural competency.

Our workforce development was created based on student input. Students are contributing to our programs creatively and by giving time and skills to supporting students, building business ventures, and helping local businesses and services expand. Our Learn and Earn Program is an example of a partnership that provides training to students in high school who then support our summer and after school elementary programs along side program staff. Similarly, our partnership with Career Technical Education programs have provided culinary services at events, referees for our sports programs, and digital media services.

## 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 in ELO-P programs are provided breakfast, lunch, supper and snacks during any day of attendance. This provides nutrition for our students in the 9 hour plus programs. All of the meals served are designed by our Nutrition Services department and adhere to state and federal health guidelines. Our programs also include nutrition curriculum that is utilized by staff.

In addition to the meal service, students in our before and after school programs participate in gardening and cooking using healthy foods that they have grown. Programs have been provided hydroponic and traditional garden materials and harvest and create meals often. Accompanying these units are NGSS aligned STEAM lessons that include food

sourcing, differences in organic and non organic production, and culinary projects. Having hands-on experience with food that has been harvested in class provides a authentic look into the the farm to fork process. Our students also receive cooking safety, nutrition, and preparation techniques in partnership with our

All of our programs receive drug prevention and education provided by district and program staffing. Our district also provides anti-tobacco and vaping resources and includes referrals to district operated programs for students that require initial treatment and education. Students actively celebrate a drug-free life during our district-wide red ribbon week. We are developing a program that trains peer mentors to provide drug and alcohol prevention peer counseling and support in order to create a larger circle of support for our students. The training also provides pre-skills for students to enter the counseling profession and other areas of social service employment.

In additional to nutrition and drug prevention, physical health is emphasized. Our programs include athletic programming districtwide. For students not participating in sports, there are activities such as mileage club and outdoor activities daily. We have indoor games too with interactive floor games projected from our new gaming systems. These allow our students to participate in structure physical activity in inclement weather.

Social emotional and mental health are another pillar of Twin Rivers focus on healthy students. Our programs include a check-in app that provides quick activities based on individual responses of students. This program also allows us to track social emotional statistics and respond to students showing alerts or requesting adult support. The program also provides whole class activities for the leaders to use with groups. PBIS that is aligned with our school sites provides a framework for learning practicing positive behavior skills. These skills are reinforced by staff when observed and allow students to reflect on and make choices in line with expectations. Many of our programs offer yoga and meditation or mindfulness activities. All programs set aside time daily to discuss and practice emotional wellness.

## **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.

Diversity is a strength in our district. Our ELO-P program celebrate students from diverse backgrounds by hosting events for cultural celebrations and traditions, partnerships with local community agencies that represent our diverse student body, and providing multicultural food and art experiences frequently. The district team reviews materials to include books, games, and lessons from a variety of cultures. Our materials are shared in many languages and our communications are provided with translation services to expand the access to all of our families.

Students with disabilities are provided access that includes any supports given during the school day. Collaboration with special education leaders provide us with IEP review, supports and staff, and professional development for staff to ensure that service is adequate and equitable. Our district team and our staff constantly review our student participants and reports from the site in order to improve access and services to all of our students. To support our students with reasonable accommodations, Expanded Learning has partnered with SELPA in order to establish agreements with contracted services to provide physical and behavioral health staff that serve our students in before and after school programs and programs operating on non-school days.

For registration, priority is given to students with in foster care or experiencing homelessness. We have tools for administrative referrals as well to make sure that our students with great needs do not have delays in accessing

programs. It is our goal with ELO-P to eliminate waitlists, but staffing sufficiency will determine the rate at which we meet that goal.

Additionally, Twin Rivers is exploring more program opportunities for our unhoused students and the purchase of equipment for students without access. This includes athletics uniforms and equipment, music and arts equipment, and other needed items to participated in programs that offer a well-rounded education but require financial commitments that may be beyond reach.

## 7—Quality Staff

### Staff Engagement

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

All staff who supervise students must meet the minimum qualifications of a paraprofessional which include:

- High school diploma or GED and,
- Completed at least 2 years of college (minimum 48 semester units)
- Obtained an Associates (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal local academic assessment and proof of certification
- Fingerprint clearance
- Current T.B. clearance.

The program director ensures that all staff who directly supervise students meet the minimum requirements of an instructional aide. Prior to beginning service, every staff member must meet these requirements. Twin Rivers provides assessment and fingerprinting to ensure fidelity to our paraprofessional standards. Twin Rivers Program Specialist positions are advertised on-line through our district employment page <https://www.twinriversusd.org/Departments/Human-Resources/Employment/index.html>. The expanded learning program seeks applicants who have experience coordinating youth, recreational and/or other educational programs. Program staff are trained and encouraged to apply for program specialist positions when vacancies occur. Partners or sub-contractors provide staff to lead academic support, enrichment, recreation, and homework help activities. Partner agencies run advertisements in the newspaper, recruit at job fairs, college campuses and on-line job boards such as indeed.com and through social media. Partner agencies seek applicants who are collaborative, able to establish and follow program goals, work effectively with adults and children of all backgrounds, abilities, opinions and perceptions. ELO-P applicants are pre-screened via Human Resources and Special Projects Departments to ensure staff meet minimum requirements and program expectations. The interview process includes Math, Reading and Writing assessments. All staff hired receive an agency orientation and a Twin Rivers new hire training. Staff retention is encouraged through on-going training providing skills to enhance job performance. Regular collaboration between program facilitators and partner agencies include teambuilding activities as well as informational items to be shared with line staff. Each facilitator is encouraged to celebrate staff successes during these meetings. Throughout the year, all new hires receive comprehensive training which includes program mission and expectations, Positive Behavior Intervention Support (PBIS), scheduling and lesson planning, behavior management, technology programs, SPARK, Literacy curriculum, and safety planning. All line staff are expected to attend the beginning of the year team training. The beginning of the year training provides site teams the opportunity to get to know each other, build community and create program systems and processes. Training topics can include safety and de-escalation, interactive team building

activities, physical fitness, behavior management, youth development, and an overview of Quality Standards. Ongoing professional development is determined based on staff survey needs, site observations, and programming needs. The trainings that follow are provided through workshops that are differentiated. In addition, program facilitators will receive training by the ELO-P department to familiarize them with the newest adoption of curriculum materials and strategies to best support 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)]).

All staff who supervise students must meet the minimum qualifications of a paraprofessional which include:

- High school diploma or GED and,
- Completed at least 2 years of college (minimum 48 semester units)
- Obtained an Associates (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal local academic assessment and proof of certification
- Fingerprint clearance
- Current T.B. clearance.

For staffing ratios, we budget and plan for required ratios at TK and up. In order to ensure that we have ratios, we fund additional staff to cover substitute needs, assist our partners with staffing, and provide extra duty overtime for current qualified district staff to create a repository of qualified staff members to fill in positions as needed.

### **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)]).

We require that all of our staff complete the required district trainings online including mandatory reporter training, workplace violence prevention, sexual harassment prevention and others. In addition to this, we provide monthly training for program leadership around quality program standards, social emotional learning, program alignment with district goals, best practices, and compliance. We provide 4 annual weekend professional development conference-style trainings that build on program standards with specific implementation techniques led by teachers and experts in the field. We provide two pre-service all day professional development days to set expectations for the year and provide the development of our annual plans for sites. Additionally, training is provided by the district during parent conference on a non-student days. Agencies are also provided with a professional development allotment to ensure the development of their workforce. During the year, our Program Development Specialist provide job-embedded coaching via site visits to help support the development of our on-site leadership and teams. There are three formal visits for evaluation purposes and multiple informal coaching sessions throughout the year. Our district staff receives weekly updates and professional learning as well as training such as Cognitive Coaching and Systems Thinking that are aligned with other district coaching staff.

## 8—Clear Vision, Mission, and Purpose

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

### Vision:

ALL Twin Rivers students have access to and participate in enriching and high quality programs beyond the school day that provide academic, social emotional, and physical health support.

### Mission:

Twin Rivers will collaborate with district departments and sites, community agencies and partners, and family and community members to align and provide a standard of quality in all of our programs. Community input will be regularly elicited to develop and enhance programming that meet the needs and wants of our students and families. Local Partnerships will be prioritized to continue to enhance the community and community organizations.

### Purpose:

All students deserve the opportunity to pursue passions, explore interests, and to be exposed to diverse cultures and traditions beyond the geographical limits of the school district. To bridge the opportunity gap for students in our district, the Expanded Learning Opportunities Program will eliminate financial restrictions to access. This includes transportation, health and safety, and other factors that may hinder participation in activities.

This vision, mission and purpose are an extension of the district's vision: An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success

Additionally, expanded learning programs operate in tandem with the following district goals:

### Student Achievement

By 2026-27, TR will be a 50/50 district in SBAC results, with each school growing no less than 5% (ELA) and 5% (math) each year.

By 2026-27, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.

By 2026-27 TR will have 100 students graduate high school with an AA/AS degree.

By 2026-27, TR will have 92% cohort graduation rate with each high school increasing by 2% each year or maintaining 95% or higher.

### Positive Behavior Intervention & Supports (PBIS)

By June 30, 2020, of the schools which have implemented at least two years of PBIS, they will align African American, SWD, and Homeless and Foster Youth suspension rates to districtwide rates by closing the equity gap by 2% of the previous years' suspensions.

Our vision, mission and core values are referenced and integrated into professional development, training and other program development areas. It is important that all of our staff see themselves as key players in the actualization of the district vision. We approach our teams with respect, high expectations, and collective efficacy. We all do whatever it takes to inspire our students everyday.

## 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.

We collect data for LCAP, Title Funding Plans, and ELO-P Annually. This year, over 7000 participants shared their ideas and input. We had a great deal of input that promoted the idea of workforce and life skills as well as more options for cultural education and experience. We then held focus groups with students and families including a student designed survey and multiple sessions with the Student and Parent Advisory groups. As a result, we are shifting our program more toward workforce and life skills and including sports like Cricket, cultural cooking demonstrations and lessons, cultural arts like Mariachi and Bollywood, and more. We believe in a strong partnership with our community in order to create the best program for students and families.

### **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.

District specialists and site-based managers meet to outline both short and long term expanded learning program goals, chart student progress, identify objectives, address student and school needs, plan activities and events, and discuss strengths and challenges in the afterschool program. The EXLP staff meet regularly with site administration to better understand the climate of the school and to identify areas where the expanded learning program is most needed and can be most effective.

The following are some of the agencies that we currently partner with:

**Boys & Girls Club of Greater Sacramento**

For more than 100 years Boys & Girls Clubs have been serving children across America. Boys & Girls Clubs of Greater Sacramento proudly brings the Boys & Girls Clubs of America (BGCA) tradition to the Sacramento area, contributing to the growth and positive development of the children at Fairbanks and Hillsdale Elementary.

**Center for Fathers and Families**

Founded in 1994, the Center for Fathers and Families' mission is to strengthen families and build communities in the Greater Sacramento region by offering a network of programs & services that lead to family growth, enrichment, and empowerment. MASTERS (Making After School Time Enriching, Rewarding, and Successful) currently serves students at Allison, Castori, Madison, Oakdale, Smythe K-6, and Woodridge.

**Roberts Family Development Center**

The RFDC program is based on the "Better Than Average" after school program, which encompasses academic assistance, enrichment and recreation. The after school program's mission is to provide a safe, interactive learning environment for participating students at MLK Jr. Technology Academy and Pioneer.

**Sacramento Chinese Community Service Center**

The Center was founded in 1978 to aid those newly arrived Chinese immigrants in dealing with cultural adaptation. As part of their goal to improve academic achievement, increase enrichment opportunities and family literacy, the agency operates 18 after-school programs in Twin Rivers including Babcock, Del Paso, Dry Creek, FC Joyce, Foothill Oaks, Foothill Ranch, Frontier, Garden Valley, Hagginwood, Las Palmas, Northlake, Northwood, Norwood Jr. High, Orchard, Ridgepoint, Rio Linda Preparatory, Rio Tierra, Sierra View, and Strauch.

**The Table Community Foundation (TCF)**

TCF has been in the after-school program services field for eleven (11) years. TCF services include services within the area of academic enhancement, skill development, enrichment, service learning and community involvement. Since 2007, TCF has expanded its services from a group of seven (7) youth a week to over 1800 a week. The program currently supports the following after-school programs in Twin Rivers including Village, Westside and Woodlake.

North Highlands Parks and Recreation, City of Sacramento, 4YourEpiphany, My Brother's Keeper, Hmong Youth and Parents United, UC Davis, Sac State, SCOE, Mad Science, Sami's Circuit, Clara Classroom, Any Given Child, Tortoise Shell Boxing and many other partners serve our students and offer enrichment and academic programming for our 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.

All of our partners and staff receive training and continuous review of the Program Quality Standards. These are utilized to conduct program evaluation and continuous improvement. District Program Specialists utilized the standards to develop a formative walkthrough and coaching tool. They visit programs weekly to provide feedback in areas that strengthen experiences for students and the overall quality of the program. Following informal visits, coaching conversations and collaboration take place to develop the staff and the program itself. The district team provided three formal visits and observations of program that provide a comprehensive review of the elements in the Quality Standards. This is documented and shared with program managers and partner agencies. At the end of the year, the LEA board receives a review of programs. During the year, district staff hosts PLC meetings or our before and after school staff every 4 weeks for program improvement. Additionally, there are monthly district management meetings to provide information and progress. Both the management and staff review data that is related to their program results and make commitments to improvement. It is the goal of Twin Rivers to continue to include our agencies in the processes and mission of the district in a cycle of continuous improvement.

## 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.

Twin Rivers Unified manages the expanded learning program through our Special Projects Department. The department consists of a Executive Director that oversees all operations and develops program plans, budgets, and the vision on the program. Additionally, there are three Program Consultants that directly oversee all aspects of the after and before school programs, summer school and intercession offerings. The Program Consultants have specialized areas of oversight including athletics, before and after school programming. Program Specialists report directly to the program consultants and manage the day-to-day operations on assigned sites. Each program specialist is responsible for reporting program progress to Program Consultants, providing coaching to leaders, serves as a liaison between sites and conducts formal and informal observations using the program standards.

### 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 Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?

Total Budget Allocation:  
\$28,505,883.00



Providing Programs:

Before and After School & Intercession Programming: \$14,819,966.100

Professional Learning, Academic Supports, Consulting and Learning Tools: \$2,422,861.39

Certificated Salaries and Extra-Duty: \$2,022,243.00

Classified Salaries and Extra-Duty: \$2,318,723.00

Employee Benefits: \$1,321,739.00

Supplies: \$ 3,761,133.00

Other Equipment: \$908,109.00

Indirect Costs: \$ 931,108.49

Our budget shows that the largest portion of our allotment is allocated to providing programs for students during non-school days and times. Having academic support, skills development, workforce connections, and enrichment opportunities when school is not in session is the priority for our community and our school district. Additionally, we dedicated funds for district personnel to provide oversight, coaching and coordinates of all the activities and programs including the recruitment of new partnerships based on our annual needs assessment and program review. We also provide robust on-boarding and professional learning to provide the best quality staff and programming to our students as possible. This also helps us retain quality staff and recruit and promote from within. Providing opportunities for our teaching staff and classified staff to work extended hours and share passion projects they lead or support events and programs is key to building a community program that aligns with the school day. We also invest in materials and technology so that our students can access the same learning tools present in higher socioeconomic areas and bridge economic opportunity gaps.

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

The fiscal accounting and reporting for the Expanded Learning Programs are managed by the Director of Budgetary Accounting and Fiscal Analysts. They ensure all financial transactions are accurately recorded, tracked, and reported in compliance with state and federal regulations. The system follows established district protocols for monitoring budgets, expenditures, and reconciling financial statements. Monthly and quarterly reports are generated and reviewed to ensure fiscal accountability, with all necessary documentation provided to the California Department of Education (CDE) as required.

Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]). The District actively engages in securing local matching funds, which may include both cash and in-kind services. Program Development Consultants and specialists work closely with community organizations, local businesses, and stakeholders to secure in-kind contributions such as volunteer hours, donated materials, and facilities usage. Additionally, the fiscal team monitors the matching funds to ensure that at least one-third of the state grant amount is met, with regular updates provided to the Executive Director and other key staff to ensure compliance with EC Section 8483.7[a][7].

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

Do you have a 21st CCLC Grant?

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.

A Single Comprehensive Program Currently, ASES and LCAP funds serve 34 TK-8 after-school programs. With the additional ELO-P funding, we will combine all funding sources (and integrate ASSETS) to create one single comprehensive program. ELO-P funding will allow us to expand program offerings to more students, add 30 non-instructional days (9 hours at selected sites), and increase the enrollment at all sites with the goal of eliminating waiting lists depending on staffing levels. Twin Rivers' goal is to create one cohesive program districtwide, TK-12 at 40 sites. This comprehensive program will incorporate many of our after school program's best practices. These practices include using a single attendance system, aligning the school day and after school safety plan, implementing PBIS, providing teacher-led academic intervention, coordinating the program to align with the school day, leading project base thematic units, creating culminating events that lead to quarterly family night presentations and activities to connect with families, school staff and the community.

The programming at all sites includes:

Before and After School Program at all sites: 40 TK-12 (guaranteed for all TK-6 students first)

Elementary and TK-8 Sports Program (guaranteed for all TK-6 students first)

\* Equipment for sports participation, practice, and the development of TR Student Athlete Profile

Summer Programs with more options and access

Enhanced Saturday WIN academies

After and Before School Clubs at All Levels

Expansion of Camps and activities funded during intercessions: Fall, Winter, Spring

Increased access to arts, music, other interest areas with community agencies and TR staff

Registration costs paid for extra-curricular activities outside of program

E-sports leagues

Entrance to events, field trips, and experiences outside of the school day/year

Hydroponic gardens and cooking clubs

Field Trips and transportation

Workforce development opportunities

Additional programs built on student interest

Included in the funding costs in the initial years will be capital outlay and other associated costs to operate programs on sites. The expenses deemed reasonable and necessary include additional storage facilities, equipment upgrades for activities, and other supplies costs.

### **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?

Collaboration with our Early Childhood Education department has provided tools for developmentally appropriate curriculum and activities. Training for staff for working with younger students has also been provided. Our service agreements and contracts outline the ratio expectations. While staffing challenges make this hard to adhere to during current years, we have forged partnerships with adult school and other area organizations to work with student teachers, paras, and other adults to provide quality care. We continue to enhance programming that is developed by and operated by the Early Childhood Education Department in order to utilize their expertise in providing our youngest learners and their families with high quality programming.

### **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?

We utilize our ParentSquare communication system as well as our website, social media, flyers, and video recruitment tools. Our media is screened through our communications and EL department to include culturally relevant formatting and language, provide access for non-english speaking families, and recruit diverser families to participated in our programming. To track and document registration and include information in multiple languages, we utilize Informed K12 to obtain signatures and our staff can support completion of documents in multiple languages by phone, office or home visit.

### **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.

We utilize field trips to enhance the educational and enrichment experience and provide our students with opportunities they would never experience. We move beyond entertainment and include discussion, writing reflection, career and content connections before, during and after field trips. Some unique examples are the sport experiences for our student athletes participating in our ELO-P TK-8 athletic programs. We partner with the Sacramento Kings, Sacramento River Cats, and Sacramento Republic teams to provide game tickets and a behind the scenes tour of stadiums, presentations and experiences with athletes and coaches, and the opportunity to witness sports careers (that are discussed during the season as part of our Student-Athlete profile TK-12) up close. Our students cherish the opportunity to engage with local teams at the highest level. Our families do not have the financial means to provide this experience, so being able to have our students see their local team and envision themselves in roles other than athlete is a valuable part of our program.

We partner with the California State Fair and Cal Expo to provide our summer students a early entry and guided tour of the fair. They are given agriculture, science, and arts presentations and get to interact with animals, entertainers, artists, and science exhibitors while enjoying a staple of our local offerings. Our students often report not knowing about the fair until this experience. The fair and the operations team provide an amazing event that opens our students eyes to the origin of the food they eat, the regions in the state, cultural exhibits, and more.

For high school, we have provided a trip to Disneyland and/or Universal Studios for students that participate in and complete the A-G improvement program held at all of our high schools after or before school. Our students work toward a goal of repairing grades in order to be eligible for UC and CSU attendance after graduation. The experience is very out of reach for our families and we spend a Saturday traveling and enjoying the park. Before and after the trip, the students reflect on the goals they set to get on the trip, the educational opportunities that are created with A-G edibility, and the lessons they learned about goal setting and consistency.

All of our programs have the opportunity for field trips to local museums, nature preserves, STEAM and Science Centers, Arts experience, and Cultural experiences as they arise. We have created great partnerships and continue to provide experience for students and our families that would be inaccessible without the ELO-P funding.

## **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.

N/A

### 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.**

#### Before and After School Sample Schedule:

FC Joyce Expanded Learning  
Before & School Program Schedules

#### Before School Program Schedule

##### Monday-Friday

6:30-7:00am Prep Time  
7:00-7:15 Student Sign In  
7:15-8am Enrichment  
8:00-8:10 Classroom clean up/Transition to cafeteria  
8:10am-8:25am: BREAKFAST  
8:25am Morning Walk on Blacktop  
8:30am Sign Out

#### Daily Enrichment Themes:

Monday: Mindfulness Monday  
Tuesday: VAPA  
Wednesday: Game Rotations  
Thursday: STEM  
Friday: FUN Friday

#### After School Program:

Natalie (4th/5th grade) and Juila's (2nd/3rd grade)  
ExLP Class Schedule

##### Monday (Social Emotional Learning (SEL))

2:00-3:00: Prep Time  
3:12: Dismissal (meet students in the cafeteria) (1-2 staff out on blacktop)  
3:20-3:45pm: SUPPER  
3:45: Transition/Bathroom break (if needed for little ones)  
3:50-4:45: Academic Hour

4:45-5:15: Enrichment  
5:15-5:45: Outside Rec ( NATALIE/JULIA )  
5:45: Group activities in Rm 4

#### Summer Program Sample Schedule:

##### 2024 Summer School

##### Student Schedule

7:00-8:30 Before School Program  
8:30-9:00 Sign-In/Breakfast  
9:00-9:15 Mileage Club  
Transition  
9:15-9:45 Session 1  
Transition  
9:45-10:15 Session 2  
10:15-11:00 Recreation  
Transition  
11:00-11:30 Session 3  
11:30-12:00 LUNCH  
12:00-12:15 Recreation  
12:15-12:45 Session 4  
Transition  
12:45-1:15 Session 5  
1:15-2:00 Recreation  
Transition  
2:00-2:30 Session 6  
2:30-2:45 General Session/Dismissal  
2:30-4:00 After School Extended Hours

#### Intercession Camp Sample Schedule:

##### Sample Daily Schedule:

Arrival: 7:30am-8:00am  
Morning Stretches, Rules, & Daily Schedule: 8:00am-8:30am  
AM Activities (enrichment & physical): 8:30am-11:30am  
Quiet Time: 11:30am-12:00pm  
Lunch: 12:00pm-1:00pm  
PM Activities (enrichment & physical): 1:00pm-3:00pm  
Quiet Time: 3:00pm-3:30pm  
Science Experiments: 3:30pm-4:30pm  
Camper Choice: 4:30pm-5:30pm

## **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.