

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: Westlake Charter School

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

1. Westlake Charter School, K-8
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: 1/13/2022

Review/Revision Date: 1/9/2025

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.

Westlake Charter School's Before and After Explorer (BASE) program has been supporting students and families for quite some time. Westlake Charter School offers a wide-range of school programs including BASE and After-School Live (ASL), which includes clubs, athletics and enrichment. Our programs embrace the same Core Values and expectations our Explorers experience during their instructional day, which strives to provide students a consistent, safe, and inclusive environment. Combined, each of these aforementioned programs is part of our Expanded Learning Opportunities Program (ELO-P).

The ELO-P program will primarily be offered at our K-8 campus, with all, if not most of our same training, professional development, incident reporting and maintenance of health and attendance records following established school protocols.

For more information on our BASE and ASL offerings, please visit the westlakecharter.com, or optionally, for families, the Westlake Weekly.

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.

Westlake Charter School is a full-inclusion school and provides similar social-emotional supports as one might find during the instructional day. Our teams work closely together as our Vice Principal oversees our ELO-P program, and has diverse connections to our multi-tiered systems of supports to call upon, if needed.

2—Active and Engaged Learning

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

ELO programs are available before and after school. The program offerings include access to enrichment activities, clubs and intramural sports, and BASE are meant to provide opportunities for students to experience active and engaged learning that supports and supplements the instructional day.

3—Skill Building

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

Explorers who participate in any of our before or after school programs will benefit from learning skills, including, but not limited to creative arts, team building, leadership, and sportsmanship. In addition to these skills, it is our intent that students will develop and refine the ability to embrace inclusion, diversity, equity and cultural competency.

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.

Explorers who participate in our before or after school programs will have opportunities to develop and engage in youth voice and leadership. Practices that help support this work may include: leading a club or activity, having voice and choice in an afterschool activity, engaging in the development or expression of our Core Values, or leading a team or athletic activity. Program leaders are seen as mentors by our students, and students have the opportunity to select which programs they would like to participate in, thereby driving program improvement. Our before and after school program has a keen eye on providing supportive structures so students can grow in this area.

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.

Explorers who participate in any of our before or after school programs will benefit from the behavior practices and protocols that are established and reinforced during the instructional day. These practices may include observing the same PBIS

protocols, as well as classroom norms. Physical activity is a priority for our programs, and include partnerships with athletic-partners as well as regular recess-type breaks and outdoor free-time. Although healthy snacks are made available, meal services provided to students and families are largely provided by the Natomas Unified School District.

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.

Westlake Charter School's Strategic Plan specifically identifies the following Goal and supporting Actions:

Goal: WCS students will demonstrate social emotional and academic readiness as global citizens by embracing inclusion, diversity, cultural competency and equity.

1. WCS will create a definition of what it means to lead as a Global Citizen and apply this definition to the practices of the school.
2. WCS will be recognized for its Full Inclusion Model of learning.
3. WCS will create opportunities for students and staff to build relationships in an effort to learn from others around the globe.

Our ELO program follows the same Strategic Plan, where all students of all abilities are welcome.

7—Quality Staff

Staff Engagement

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

ELO program staff are dedicated to their work and provided training opportunities to best support the program. For example, during the onboarding process staff are introduced to the program framework, and given the ability to modify/lead daily activities based on student voice and choice. Each of our ELO staff members are part of our school team and culture, and are welcome participants in our shared leadership model.

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)]).

WCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Religious creed (including religious dress and grooming practices);
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making; pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to provide their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or,
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. WCS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. WCS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Notwithstanding the foregoing, minimum staff qualifications may include, but are not limited to passing a criminal background check, compliance with school policies (including bloodborne pathogen testing) and other local needs, and state and federal laws as required. Compliance with staffing ratios is maintained based on a review of enrollment trends and staff/vendor scheduling.

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 non school days. (See [EC Section 46120(b)(8)]).

Staff who start the school year participate the same core professional development sessions as all other staff - from culture building and team building, to working on deliverables such as mandatory trainings. Throughout the year the team comes together to learn about protocols, receive supervisory training, create common language, and discuss and plan for upcoming events. These team meetings allow for reflective behavior on activities that have been completed, activities students are currently engaged in, and activities that are planned for the future. These monthly meetings/trainings are largely lead by our Dean of Students.

8—Clear Vision, Mission, and Purpose

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

Westlake Charter School offers a wide range of expanded learning opportunities and school programs including before and after school support (BASE) and After-School Live (ASL), which includes clubs, athletics, enrichment, our talent show, and much more. Our programs embrace the same Core Values and expectations our Explorers experience during their instructional day, which strives to provide students with a consistent, safe, and inclusive environment.

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.

Our ELO program offers enrichment opportunities spanning from athletics, to art and music, to computer programming and Lego building. Partnerships are created with community organizations to help facilitate enrichment opportunities.

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.

After-School Live (ASL) is a component of our ELO offering and consists of three programs that provide enriching experiences to support the academic and social-emotional growth of our Explorers. After-School Live consists of clubs, athletics, and enrichment. Community Based Organizations and non-LEA partners participate throughout the school year and include Dream Enrichment, Lego Builders, Let's Get Moovin' and more; each vendor brings a unique skill/ability to add depth to our program offerings.

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.

Our ELO program is part of our school operations and follows the same protocol for review, support and development. The leader of our after school programs is part of Westlake's Administrative team and provides frequent updates on the programs. Updates may include positive actions, celebrations, upcoming events, as well as enhancements which might be made to the operating program.

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.

Program information of this type can be primarily found here:
<https://westlakecharter.com/base-2/>

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?

It is estimated that ELO-P will generate \$463,778 in revenue in the 2024/25 school year, and the school plans to use the entirety of those funds to run the ELO-P program. Program costs include full- and part-time staff salaries and benefits, as well as food, supplies and related costs.

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

Westlake Charter School's administrative team has been working together for over a decade and has experience in school leadership, program design, multi-tiered systems of support, full-inclusion, as well as business practices.

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.

Not applicable

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?

As our ELO program has been well established, we are comfortable recruiting and preparing staff to work in the program, particularly with Kindergarten-aged students. Appropriate student:staff ratios are maintained across ELO program, and may include a combination of school site staff, including, but not limited to line staff, vendors, supervisors and site leadership. Our ELO program staff have access to our Certificated program leader, as well as grade-level teachers and instructional staff who can assist in supporting the ELO program for younger students.

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?

Our ELO-P programs are announced during our Back to School Night each year, and each family at our K-8 are given the opportunity to request additional information on the programs. Program offerings are also shared via our Westlake Weekly and other regular parent communications and are culturally and linguistically

effective/appropriate for our community. Families are referred to our BASE program where a registration form is requested and can be digitally completed; this form asks for certain information including emergency contact information and more. As our program operates at our K-8, transportation does not need to be provided.

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.

Our ELO-P program does not currently plan to conduct field lessons.

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.

Westlake Charter School students are eligible to participate in each program: BASE and ASL, subject to program capacity. Westlake's expanded learning opportunity programs may charge fees based on the program students would like to attend.

BASE rates run on a sliding scale that considers family size and income, among other factors.

Established rates for BASE are (as of the 24/25 school year):

- \$8.50 per hour per student, with a 10% sibling discount sliding scale
- Students who qualify free- or reduced-price meals, are homeless, or are in foster care are encouraged to let our BASE Program Manager know. Child Action and similar programs are accepted and may need to show a billable hourly rate of \$5.25 per hour, per student, to comply with their reimbursement protocols.
- Same rates apply over summer and breaks with a \$60 daily cap per student

ASL rates vary from program to program. ASL Clubs are free to join and are open to all students in grades K-8; students in 6th-8th grade may lead Club activities. ASL Athletics are open to our 6th-8th grade explorers, and a \$25 athlete sponsorship is requested but not required. ASL Enrichment fees vary, yet scholarships are available. Please ask BASE staff for additional details.

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.**

ELO opportunities are currently available between the hours of 7am-6pm every Instructional Day, and during most breaks (depending on family demand).

A sample ELO summer or intersession day might look like the following:

7:00-8:30 Free Choice | 8:30-9:30 Snack/Recess | 9:30-10:30 Activities | 10:30-10:45 Transition to Clubs | 10:45-11:45 Clubs | 11:45-12:00 Transition to Lunch | 12:00-1:00 Lunch/Recess | 1:00-1:30 Transition to Clubs | 1:30-3:00 Clubs | 3:00-4:00 Snack/Recess | 4:00-5:00 Activities | 5:00-5:30 Campus Clean Up | 5:30-6:00 BASE

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.