



Orcutt Union School District
Campus Connection Childcare Program
Expanded Learning Opportunities Program
Plan Guide

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)

Guide updated as of May 6, 2022

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

Name of Local Educational Agency or Equivalent:	Orcutt Union School District and Orcutt Academy Charter
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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. Alice Shaw School, 759 Dahlia Place, Santa Maria, CA
2. Joe Nightingale School, 255 Winter Road, Santa Maria, CA
3. Olga Reed School, 480 Centennial Street, Los Alamos, CA
4. Patterson Road School, 400 Patterson Road, Santa Maria, CA
5. Pine Grove School, 1050 E. Rice Ranch Road, Santa Maria, CA (Orcutt Academy K-8 served here)
6. Ralph Dunlap School, 1220 Oak Knoll Road, Santa Maria, CA

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the

program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Orcutt Union School District's Campus Connection Childcare Program, which beginning in 2022-2023 will include both fee-based and free ELO-P and ASES childcare offerings, has been a valued provider of before- and after-school childcare for over 25 years. ELO-P and ASES offerings will take place on our elementary campuses following the school day. Campuses and grade spans include Alice Shaw, K-6; Joe Nightingale, TK-6; Olga Reed, TK-8 (current ASES site); Patterson Road, K-6; Pine Grove, K-6; and Ralph Dunlap, K-6. With the exception of Orcutt Academy K-8 students, who will participate in childcare at Pine Grove School (OAK-8 students will be bused from their school in Los Alamos to Pine Grove immediately following the school day), students will be able to participate in childcare on the campus where they go to school.

At Alice Shaw, Patterson Road, Pine Grove, and Ralph Dunlap schools, Campus Connection ELO-P offerings will take place after school from school dismissal until 5:30 p.m. At Joe Nightingale School, the district's site for transitional kindergarten in the Orcutt area, childcare will take place during the school day, when early and late session TK classes are not occurring (early session and late session TK classes are scheduled for 8:15-11:15 a.m. and 11:20 a.m.-2:35 p.m. respectively). At Olga Reed School, ASES for TK students begins after the TK dismissal at 1:00 p.m. and runs through 6:00 p.m.

All sites are secure, with centralized access and perimeter fencing. The ELO-P planning team has reviewed campus maps and examined facility use at each site. It is expected that Campus Connection will need more space on each campus, and the district will work to coordinate and maximize facility use.

Campus Connection staff have their background checked through Live Scan fingerprinting. Staff are required to complete online training modules in mandated reporting, playground supervision, and sexual harassment at the beginning of each school year. Campus Connection staff also are required to complete CPR/First Aid training, which includes training in use of automated external defibrillators (AEDs) accessible on each campus.

Campus Connection staff are familiar with school and district procedures for fire, earthquake, lockdown, and shelter-in-place. Emergency drills are conducted during the Campus Connection hours of operation so childcare students and staff can practice appropriate responses to emergency scenarios.

As we transition out of the COVID-19 pandemic, the district's Health Services Department will apprise Campus Connection staff of all pertinent health advisories, health guidelines that need to be followed, and COVID-19 cases on campus. Campus Connection facilities will be cleaned and sanitized to the same extent as all school facilities in our district.

Student check-in and check-out is handled through the Procure childcare management platform. Parents/guardians who pick up students need to provide photo identification until staff become familiar with them.

The district has in place a system for scanning student online activity on district-provided technology devices. The Securly online monitoring program provides immediate notifications if/when students engage in activity indicating depression, suicidal ideation, cyberbullying, or threat of violence. These notifications are followed up on by staff, even when the student is in childcare.

Any organization that contracts with Campus Connection for childcare is expected to observe all district protocols for the safety and health of students. If/when field trips are planned, Campus Connection staff will accompany and supervise students so required student-to-staff ratios are preserved.

The foundation of student safety is strong staff-student, student-student, and staff-family relationships. Campus Connection staff work to build a sense of community in their program, and staff get to know each student as an individual and the student's parents/guardians as well. Site coordinators (see response for Prompt 11 in this section) become familiar with health concerns, behavioral issues, parent custody issues, and/or any other issues that have bearing on student safety.

2—Active and Engaged Learning

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

Campus Connection plans to capitalize on ELO-P and ASES funding to provide participating students much-needed enrichment, recreation, socialization, and life experiences. On campus, the program will have students engaged in science projects, art and decorating contests, carnivals, playground games, sports leagues, makerspace activities, and much more. Off campus, the program will offer walking field trips within the Orcutt or Los Alamos communities, bus field trips to destinations within northern Santa Barbara County, and community service projects. Preliminary discussions have been held with the Santa Maria Valley YMCA about having students go to the Y for swim lessons and hosting Y staff for special "camps" in activities such as cheerleading and soccer. The Olga Reed ASES Program has hosted ballet folklorico lessons in the past, and the Orcutt Children's Arts Foundation may be able to support similar (or other arts) instruction at other schools in the future.

A major focus of Campus Connection programming is socialization. In recent surveys conducted by the district, parents/guardians indicated they highly value social skills and socialization, and childcare can be a primary venue for children learning to interact happily with peers and make friends. Activities as simple as cards, checkers, board games, and karaoke will be integrated into the daily schedule to facilitate student socialization.

A priority for 2022-2023 will be to train Campus Connection staff in the district's research-based core curricular adoptions in English/language arts and mathematics so staff will be better prepared to support students with homework. To this end, the executive director of curriculum and instruction and district Teachers on Special Assignment will meet with Campus Connection staff to provide trainings and, as possible, facilitate communication between classroom teachers and Campus Connection staff regarding grade-level instructional priorities and important assignments and projects.

3—Skill Building

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

Campus Connection childcare can play an instrumental role in raising student achievement in English/language and mathematics. As of this writing, we are planning to give classroom teachers and hourly support teachers the opportunity to work in the hour to 90 minutes immediately following school dismissal to provide academic support in the form of specific skills practice, research-based interventions (such as Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words [SIPPS]), high-dose tutoring, English Language Development, extensions of classroom instruction, and more. The Educational Services Department, Teachers on Special Assignment, and school principals can interface with Campus Connection staff to share district, site, and grade-level instructional priorities. This collaboration can expand to include sharing of student data and lists of students identified for extra support, as school administrators can meet with site coordinators to review program rosters and identify students who need additional assistance. The goal is to leverage afterschool time to help all students achieve, and identified students catch up.

Also part of skill building are social and behavioral skills. Here, the Campus Connection Childcare Program will be a full participant in each school's implementation of the Positive Behavioral Interventions and Supports (PBIS) Program. PBIS articulates clear expectations for student behavior, and it will make possible the alignment of Campus Connection expectations with school day expectations. PBIS also incentivizes appropriate behavior, and Campus Connection staff will be able to provide school incentives (i.e., raffle tickets, stickers, etc.) to students who are making positive choices. As for social skills, Campus Connection staff will be trained in district identified social/emotional learning curriculum and district adopted lessons in digital citizenship. As possible, students will be involved in cross-age buddies, community service, and other activities that build empathy and a service mindset.

4—Youth Voice and Leadership

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

Strong staff-student relationships are the foundation of the Campus Connection Childcare Program. While additional staff will need to be hired to accommodate increased numbers, most staff will have previous experience at their assigned 2022-2023 school. Accordingly, most staff will have an affinity with their site and students -- a huge advantage in hearing students' input, questions, and concerns.

Staff work to give older students a voice in program activities. Activities can be planned in response to "student request", and staff work to give students options for recreational and enrichment activities so student interests can be pursued.

Older students sometimes begrudge staying after school for childcare, but they can be engaged as leaders and helpers. As an example, Campus Connection this year staged a festival where fourth, fifth, and sixth graders built carnival games for younger students to play; the older students then ran and refereed the games during the festival. Older students also enjoy serving as cross-age tutors, group leaders, and "helpers."

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

Suppers served during Campus Connection are compliant with California Nutritional Guidelines. Food and beverages are provided by the district's Child Nutrition Department and served by Campus Connection staff. Each meal includes whole grains, fruit and vegetables, and protein. Whole-grain items alternate and include but are not limited to muffins, granola bars, and cereals. Fruits and vegetables include carrots, apples, oranges, and whatever other fruits are in season. Protein comes in the form of a cheese stick or Child Nutrition-formulated Jack's Links (beef and chicken jerky products). Early-session transitional kindergarten students will be able to have a school lunch during the course of their time in Campus Connection.

A source for recreational activities is the SPARK Program (sparkpe.org) for afterschool physical education. The research-based program incorporates active participation by all students in activities that build physical fitness while eliciting socialization, collaboration, and ultimately enjoyment. The district's credentialed physical education teachers can recommend games and fitness activities that are an extension of during-day P.E. instruction. Campus Connection has a long history of setting up obstacle courses, relay races, team tag games, and other enjoyable recreation for students.

Mental health and self-care campaigns and challenges will be promoted with students. These campaigns target how to recognize the signs of mental health issues, how to manage stress, and how to stay mentally healthy. They also help students know when and who to ask for help.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Campus Connection childcare will include students of a wide range of cultures, family backgrounds, learning styles, interests, and temperaments. From the outset of planning, our team believed that all students in childcare -- students from fee-paying families and students attending for free -- need to participate in childcare offerings together with no differentiation or separation whatsoever. Staff will work to help each student to feel unconditional acceptance and comfort while participating in the program. Trainings in equity and diversity will help, as staff will benefit from learning best practices for working with all students, including students with disabilities, students of color, foster youth, students experiencing homelessness, transgender and gender-diverse youth, and more. These trainings can be provided by the district Educational Services Department and/or partners such as the Santa Barbara County Education Office, California Department of Education, California AfterSchool Network (CAN), and California School Age Consortium (CaSAC).

Many families served by Campus Connection will have Spanish as their primary language. The district recently added a community liaison with the intent of providing a higher level of translation support for programs such as Campus Connection. Additionally, some members of the Campus Connection staff speak Spanish, and the Parent Square communication platform translates all newsletters and school-home messages. Staff work to make dialogue with families two-way, so the program is communicating but also listening to feedback from its clientele. As possible, childcare programming can embrace students' culture; for example, the Olga Reed ASES Program in the past has offered ballet folklorico instruction that proved popular with both Latino and non-Latino students.

As per ELO-P guidelines, priority enrollment will be given to unduplicated students (low-income, English Learners, foster youth, students experiencing homelessness, and Migrant Education students). That said, the district will make every effort to enroll in Campus Connection all students whose families are interested in the program.

7—Quality Staff

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

All Campus Connection staff are hired through the Orcutt Union School District Human Resources Department, which ensures that staff have the necessary education and meet the minimum requirements for an instructional assistant. When a position is open, the Campus Connection director, school principal, and assistant superintendent of human resources participate in interviews of applicants. In a number of cases, staff have previous experience in such positions as noon duty supervisor or substitute instructional assistant.

Staff training will be a priority. New staff need to be familiarized with the Campus Connection Program and the routines of the school to which they are assigned. All staff will benefit from ongoing professional development in such topics as social/emotional learning, trauma informed practice, diversity and equity, dealing with severe behaviors, and how to support district curriculum. The district Educational Services Department can provide much of this training, and TOSAs can follow up with Campus Connection staff.

The director of Campus Connection is a member of the district's Expanded Cabinet and Management Team. In this capacity she is apprised of key issues and initiatives and can participate in district leadership.

8—Clear Vision, Mission, and Purpose

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

Specific goals for the Campus Connection Childcare Program include the following:

- Provide a safe, caring environment for students
- Foster academic support to increase student accomplishment of the California State Standards in core subject areas
- Provide enrichment activities that support students' choice and voice while encouraging students to reach their fullest potential
- Boost social skills and socialization among students
- Promote student wellbeing through opportunities to learn about and practice nutrition, physical activity, self-care, and other healthy choices in an environment that supports healthy lifestyles

Meanwhile, Campus Connection childcare is regarded as a vehicle for pursuing the four goals in the district's Local Control and Accountability Plan (LCAP). These goals are as follows:

- Goal 1: We will provide and support engaging, high quality instruction, which promotes active learning and maximizes student achievement while creating a positive culture.
- Goal 2: We will provide an innovative curriculum, utilizing flexible learning environments that will prepare students to be future-ready and thrive in a global society.
- Goal 3: We will provide our staff inspiring, relevant, and meaningful learning and wellness opportunities in a safe supportive environment to prepare for the ever-changing needs of our district.
- Goal 4: We will provide inspiring, creative, healthy and safe environments that nurture imagination and compassion, fostering engaged, supported, and challenged students.

Current priorities embedded in the LCAP include raising math achievement, increasing student attendance, and reducing suspensions.

In working toward accomplishment of these goals, Campus Connection will follow the ELO-P guidelines established by Assembly Bill 130 (2021).

Venues for engagement of educational partners in the operation of Campus Connection include parent meetings, which the director will organize periodically through the school year; school meetings such as those of School Site Councils and English Language Advisory Committees; and district meetings such as Superintendent/Parent Group meetings, strategic planning meetings, district showcases (tours), and LCAP surveys and input meetings.

School-home communication is critical for the Campus Connection Program. The Parent Square school-home communication platform is utilized for messaging to parents, as Parent Square has text and translation capability. Announcements to parents also are made via school marquees, school message board, and school newsletters.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The Campus Connection Program does not currently have any Memoranda of Understanding with any outside organizations, as the Orcutt Union School District is able to provide materials, snacks, staff development, and other

necessary support. Within the district, key partners are the Child Nutrition Department, which provides snacks; the Educational Services Department, which plans trainings and staff development; the Human Resources Department, which assists with employee recruitment and selection; the Business Services Department, which establishes budgets and provides budget reports; and the Technology Department, which addresses technology device, networking, and software needs.

Moving forward, the district does envision that Campus Connection with the benefit of ELO-P funding will benefit from either formal or informal partnerships with the following agencies and organizations:

- Orcutt Children's Arts Foundation (arts education, including on-campus lessons/campus and field trips)
- Santa Maria Valley YMCA (recreational and aquatic activities, including on-campus camps and swim lessons at the YMCA)
- Boys & Girls Clubs of Mid-Central Coast (recreational activities, including afterschool sports leagues)
- Santa Barbara County Parks Department (Waller Park and Los Alamos County Park are potential destinations for Campus Connection walking field trips and possibly additional programming)
- Santa Maria Recreation & Parks Department (recreational activities and resources)
- Santa Maria Valley Discovery Museum (destination for field trips and possibly additional programming)
- Guadalupe-Nipomo Dunes Center (destination for field trips and possibly additional programming)
- Dana Adobe & Cultural Center (destination for field trips and possibly additional programming)
- Allan Hancock Community College (destination for field trips and possibly additional programming)
- Santa Maria Valley Chamber of Commerce (Junior CEO Program)
- Children's Resource & Referral of Santa Barbara County (instructional materials)
- Santa Barbara County Education Office (professional development and implementation support)
- First 5 Santa Barbara County (professional development and implementation support)
- Santa Maria Joint Union High School District (enrichment activities, including on-campus speakers and camps)
- PCPA - Pacific Conservatory Theatre (field trips and enrichment activities)
- Santa Maria Public Library (field trips to branches in Orcutt, Los Alamos, and/or Santa Maria)

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program's process for continuous improvement will follow the following cycle:

ASSESS

- Review Campus Connection-specific data (attendance and participation data)
- Review districtwide and schoolwide data (CAASPP results, school attendance, chronic absenteeism, discipline referrals, suspensions, etc.)
- Determine data trends, areas of strength, and areas for improvement
- Set short-term and long-term goals

PLAN

- Develop action plans to meet goals
- Develop district LCAP and school SPSAs (School Plans for Student Achievement)
- Develop specific plan for Campus Connection to support LCAP and SPSA goals

IMPROVE

- Communicate to Campus Connection staff, students, and families about goals and priorities for the school year
- Provide resources and collaboration time for staff to meet goals

- Provide training and professional development in areas of focus
- Revisit plan and review Campus Connection program's progress toward goals

This continuous cycle mirrors the program quality improvement process advocated by the California Department of Education. Student attendance, program progress, professional development, and other components of Campus Connection will be monitored regularly.

11—Program Management

Describe the plan for program management.

The Campus Connection Childcare Program, which includes ELO-P and ASES programming, will be part of the Educational Services Department, but all district departments will be involved in supporting the program. The district's Business Services Department provides fiscal management, accounting, and budgeting services for the program. The district's Educational Services Department provides support with curriculum, instructional materials, professional development, and program marketing. The district's Human Resources Department assists with employee recruitment and selection. The district's Educational Technology Department assists with computer equipment and technology integration.

The director of the Campus Connection Childcare Program (Pam English) will oversee all childcare programming, including ELO-P and ASES programming. The director runs periodic meetings for all Campus Connection staff and collaborates with the district's Educational Services and Human Resources departments on staff trainings. The director is responsible for evaluating all Campus Connection employees. The director works with the district's Business Services Department on budgeting. The director reports to the assistant superintendent of educational services.

Each site will have a coordinator who supervises site personnel, tracks student attendance, oversees student check-in and check-out, responds to discipline referrals, communicates with the Campus Connection director and school principal regarding site issues and needs, and handles site-specific communication to families.

At the site level, Campus Connection staff participate in periodic staff meetings. As needed, they have the ability to huddle for a brief meeting just prior to the start of Campus Connection for grades 1-6. During the day, they communicate via walkie-talkie when not working in proximity to each other.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ELO-P funded childcare and the Olga Reed School ASES Program will be subsumed under the district's Campus Connection Childcare Program. The program will provide fee-based and ELO-P/ASES free childcare and will follow the state's guidance for ELO-P/ASES childcare.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Campus Connection currently is providing childcare for transitional kindergarten students, so this will not be a new endeavor for staff in 2022-2023. Staff do work to provide TK students developmentally appropriate activities that afford opportunities for socialization, exploration, pretend play, and sensory input. Some staff also work at local preschools and thus are more familiar with younger students. Meantime, the district plans to provide professional development in early childhood education to help all district TK staff (teachers, instructional assistants, and childcare staff) to become more attuned to the needs of four-year-olds.

The district understands that the 10:1 student-to-staff ratio needs to be adhered to in TK and K. Enough staff will be hired (including teachers who will provide academic support; see response to Prompt 3 in previous section) to provide this ratio for students in these grades.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample School Day (8:00 school start time)

6:45-7:45 - Before-school Childcare available (fee-based)

- Student choice time (games, reading, art)
- Prepare for school day
- Breakfast

8:00-2:15 - School Day

2:15-5:30 - After-school Childcare (ELO-P, ASES, fee-based)

- 2:15-2:30 - Check-in
- 2:30-3:00 - Supper, outdoor play, academic support for identified groups
- 3:00-3:30 - Homework support, academic support for identified groups
- 3:30-4:45 - Organized group activities (outdoor recreation, art and crafts, special projects)
- 4:45-5:30 - Free choice time in cafeteria (parents pick up students from cafeteria)

Sample Intersession Day (8:30 start time for Summer School)

8:30-12:30 - School Day for Summer School

12:30-5:30 - After-school Childcare (ELO-P)

- 12:30-1:00 - Lunch
- 1:00-2:30 - Rotation (board games, art/crafts, sports/outdoor recreation)
- 2:30-3:00 - Recess
- 3:00-3:20 - PM snack
- 3:20-4:15 - Inside stations
- 4:15-5:00 - Outside free choice
- 5:00-5:30 - All students in Multi-Use Room for choice of activities

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at 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 opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.