Expanded Learning Opportunities
Program Plan Guide

Local Educational Agency Name	Contact Name and Title	Email and Phone
Ravenswood City School District	Gina Sudaria Superintendent	*Executive Coordinator to the Superintendent, Maria Pineda*: mpineda@ravenswoodschools.org Ph. (650) 329-2800

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

1. Belle Haven Elementary
2. Costano School of the Arts
3. Los Robles-Ronald McNair Academy
4. Cesar Chavez Ravenswood Middle School

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.

Expanded Learning Opportunities Program Plan

Specific Questions

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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there

Program activities are located on school campuses, and run by our partners. Information is also provided to families, encouraging them to connect further with these partners, other local services / organizations, and resources, to support any additional needs they may have. This includes connecting students to the on-campus school-day counseling services. Program staff will "hand-off" students to school-day instructional staff at central and well-identified locations such as the school cafeteria.

Attendance is conducted live, as each student arrives, and will be cross-referenced with school-day attendance and record-keeping. There are follow-ups (often via phone call) for students with a mis-match between program attendance and school-day attendance. Students will only be released to authorized adults, as indicated in their program documentation. Families are able to authorize middle school students to walk home, otherwise students are collected at the end of the afterschool program. Program documentation also provides contact information

School site leadership and Program staff leadership collaborate to align the emergency drills and procedures throughout the school year. The processes and protocols utilized during the school day are mirrored in Program activities. Drills and protocols are aligned with the county's Big Five Emergency Plans. For additional safety, staff have walkie-talkies to communicate with each other across the campus, and all staff wear identification badges. Classrooms each have first aid kits, program staff also have access to the school nurse office and supplies. Health, Safety, and Behavior procedures are clearly communicated with staff, students, and families, and are able to be referenced at any time at the school office.

Program staff will focus on building and maintaining trusting and supportive relationships with students and their families, encourage students to fully participate in activities, and help students to develop skills that are related to individual strengths and interests. Co-created community agreements help to ensure that these remain safe spaces to share stories, challenges, and celebrations with each other. Students will be held to high expectations for their behavior, engagement, and personal growth. This safe and supportive environment will provide for the different developmental, social-emotional, and physical needs that students have. Topics covered in program activities will include growth mindset, time management, productive workspaces, the power of setting goals and developing habits, and communicating with others.

For example, the program in the past has had students participate in developmentally appropriate activities using a series of "I can ___" statements to identify their success and growth in each area. Activities that involve academic knowledge (such as math games) will be tiered, so while some students focus on addition and subtraction, other students would focus on fractions. In order to ensure that all students are able to participate fully, we must consider the appropriateness of activities in relation to many factors, not limited to age, grade, language knowledge and proficiency, cultural backgrounds, and more. We also provide structures and supports such as "sentence starters".

These program activities support student's physical needs by providing safe spaces for learning, working on their homework, and participating in enrichment activities. Many families work beyond the school day, and these programs provide safe and caring supervision for students for more hours during the day. Many of our students do not have space in their households that is conducive to high-quality learning, so these program activities are able to provide both the physical space, and an adult who is able to support with any learning struggles the students may have.

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.

During the academic portion of the Programs, students are typically split into grade-alike groups and focus on specific content areas with an additional instructor. This instructor communicates with the school-day teacher/s to ensure that the learning opportunities provided work collaboratively alongside school-day activities, to accelerate student learning where appropriate.

Students are also given the opportunity to attend different "clubs" which emphasize STEAM (Science, Technology, Engineering, Arts, and Mathematics) through hands-on activities. Throughout the year, students attending ELO Programs are able to share and display their projects and learnings through student exhibitions, and participate in school-sponsored activities such as a musical, play, concert, or an art show.

Another component of the Program is focused on Social-Emotional Learning (SEL). Students learn how to identify their feelings, skills around self-regulation and self-management, build interpersonal skills in communication, and how to work effectively in a group. Learning and practicing these skills helps students to learn how to stay engaged in their own learning, cooperate in a group, understand other perspectives, celebrate collective accomplishments, and remain accountable to one another.

Staff provide opportunities for students to connect their learning and experiences in program activities to their culture, family, community, and to consider other cultures and communities. Issues and opportunities that are of high interest and relevance to students are discussed using critical thinking skills, and students are encouraged to participate in activities that promote discussion and interaction connected to these issues.

Students and families are able to provide feedback about program activities. Student and staff assessments and evaluations are also used to guide the development of the activities, curricula, and projects to ensure that program activities meet student needs, and student interests.

3—Skill Building

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

The program will include projects and activities that allow students to develop and demonstrate mastery of different skills, including "21st Century" skills. These will include academic skills (reading fluency and confidence, time management, goal setting, approaching difficult work), social and emotional skills (self-awareness, developing empathy, emotional regulation, mindfulness, growth mindsets), and content/life skills (exploring critical thinking, understanding that content knowledge is not enough to achieve success - it must be put into practice, confidently using technology and tools, communicating and working effectively with others). Other topics will include conversations on personal and social responsibilities, different life/career/college options, and how students can identify and practice different skills outside of the program. Each topic includes transferable and sequenced skills, to allow students to build upon previously learned skills and knowledge, and continue to put these skills into practice.

In order for students to fully engage in their learning, the content must be relevant and interesting to them. Staff and students work together to make connections between the different activities and tasks and their day-to-day lives. Staff will also facilitate students in reflecting on their actions, behaviors, goals, and intentions, as they practice their developing skills, to help them learn from their own experiences of successes, mistakes, iterations/prototypes, and failures. Learning goals will be developed for each of the activities, and these goals will be communicated with students.

In the past, the program has occasionally deemed it appropriate for students to use a project based learning approach, where participants work to demonstrate mastery by working toward a final product, presentation, or exhibition. Research has repeatedly found that this type of instruction is beneficial to increasing student engagement as well as, when done properly, increasing student outcomes.

4—Youth Voice and Leadership

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

Students are provided with opportunities and space to share their viewpoints, concerns and interests about any topic, including the program practices or policies. One example of an intentional method of collecting student feedback that has been used in the past is a weekly "pulse check", which is an opportunity to hear regular and relevant feedback from students about their experiences in the program, the design and quality of the program, and information about what students want to learn and do. Closing and Reflection times scheduled into the program activities provide additional space for students to reflect on their own learning experiences and identify areas of interest for future learning opportunities.

Students of all ages are provided with choices and opportunities to express themselves, through different enrichment class options, icebreaker and game activities, and project topics. Students in the middle school grades are able to choose from a variety of different clubs that meet the wide interests of this student group. There are also a number of community organizations we work with who help to encourage student interest in attending college, pursuing law, or other areas of interest. These clubs and activities provide opportunities for students to actively exercise their leadership skills, to address real-world problems identified within their own community, and empower student voice.

Students are encouraged to develop their critical thinking, debate, and action planning skills, in order to facilitate students to demonstrate effective and meaningful leadership amongst the community.

The program has historically invested significantly in staff training in a way that supports program staff in understanding the rich cultural heritage of eastern Menlo Park and East Palo Alto. These programs have also taken steps to facilitate youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals and institutions. This may include instances of staff providing opportunities for students to develop their leadership skills by providing authentic leadership roles within their program. This could be both large program wide leadership roles, or smaller classroom level roles. The program has also worked to engage students and families in designing the relevant program activities, and feeling a sense of ownership in completing projects.

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 programming.

All staff understand that building student knowledge, skills, and behaviors around health contribute to improved academic success and positive socio-emotional lifestyles.

The district provides a number of meals (including supper) that adhere to the school nutrition and wellness standards, during the ELO-P hours of programming. The program incorporates nutrition and physical activity into all facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, curricula, incentives, etc.). Where applicable, staff provide opportunities for participants to engage in developmentally appropriate, research-based nutrition and physical activities that support program goals. For example, this may include restricting students from bringing "junk food", providing a cohesive policy to encourage healthy food choices.Many school campuses have working gardens, allowing program staff to facilitate conversations with students and families about healthy food choices, and how food is grown. The snack and supper menus are also discussed with students, as part of a wider conversation around the importance of balanced meals and the nutritional value of different food items and snacks.

Students also learn about and practice making emotionally healthy choices and behaviors, as it is important that students learn self-regulation skills to manage their actions when their emotions fluctuate. The district and program partners have worked with the Child Mind Institute around developing resilience, and providing supports for students.

Programming includes a variety of enrichment curricula and partnerships that help to facilitate and model positive socio-emotional lifestyles, cultures, and environments. Many of these organizations/resources (which in the past have included FoodCorps, Canopy, Mindworks, Playworks, Coaching Corps, Girls on the Run etc.) have units or lessons focused on nutrition and cooking, physical health, mental wellness, and active living. Students are encouraged to share what they learn with their families and wider community as part of an effort to create and maintain a healthy culture and environment inside and outside of their program.

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.

We are committed to diversity and equity amongst staff, students, in our materials and policies, and our wider community. This includes ensuring that all students at all school sites are provided with the opportunity to participate in Program activities. It is important to hire staff that not only reflect the community of the students served, but who are also part of the community of our students. We celebrate diversity and the combination/intersections of diversities amongst our staff and students, related to any facet of life, identity, orientation and expression, ability, and/or culture. Staff are also encouraged to participate in ongoing diversity, sensitivity and cultural responsiveness training.

Different students have different needs, and staff seek out appropriate information and strategies in order to support and welcome all students. Activities and projects are able to be modified and adapted to accommodate the physical, developmental, or other needs and abilities of students, to encourage full participation in the program. As many of our staff speak Spanish, and the majority of our students identified as English Learners are also Spanish-speaking, staff are able to translate assignments or provide support in their primary language. Many of our program staff share similar backgrounds and cultures as our students, and often share real-life examples to help students relate to the different concepts being discussed. Additional training is also provided to staff on how to best support language learners, especially for students who do not have in-person primary language support from staff. Observations by specialists and district staff also identify areas where content could be made more accessible for both English Learners, Students with Disabilities, and any students who might need some additional support. Some examples include more visual representations, more repetition, providing sentence stems, encouraging the use of graphic organizers, frontloading vocabulary, providing both verbal and written instructions, and using a multi-modal approach for content and engagement.

The ownership that students take in creating the identity of their class and groups are a key approach to celebrating students' cultural and unique backgrounds. Throughout their time in the program, students engage in icebreakers that tap into students' unique personalities, cultures, and backgrounds. Students and staff regularly have opportunities to learn about and from one another. Students are encouraged to collectively craft goals by reflecting on their unique experiences, and how they can adjust their strategies based on their own realities. Program-wide "town hall" events also provide a space to celebrate and recognize students' contributions to the program, the demonstration of values, and focus on topics such as Black History and Hispanic Heritage months.

7—Quality Staff
Describe how the program will provide opportunities for students to engage with quality staff.

RCSD has an LCAP goal, and strategic priority (#3) which is to: "Recruit and retain highly effective and diverse team members". As part of that, we seek to support all staff with competitive pay, and create a meaningful work environment, one that encourages growth and allows participants and other stakeholders to provide feedback on staff and volunteer quality. In doing so, program staff are required to meet all grant requirements, as well as receiving robust training on curricula, youth-development, and other relevant areas.

The recruitment and hiring process has been developed in order to carefully consider the experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning. As part of the hiring process, staff are asked to complete a lesson planning and presentation task. Overall experience, including volunteer activities are also considered. Once hired, staff are required to complete Covid-19 safety training, Mandated Reporter training, and Sexual Harassment training annually. Staff and volunteers are provided with clear titles and job descriptions, opportunities for professional development and ongoing training, the appropriate resources and materials to deliver program activities, and any relevant information regarding grants/budgets/other details that may affect the day-to-day operation of the program. Continuous professional development typically takes place through training workshops, observations, or coaching. These ongoing processes provide an assurance that staff are exhibiting integrity, professionalism, caring, and competency as a positive role model for students, and demonstrating a commitment to building positive relationships with our community of students and families.

8—Clear Vision, Mission, and Purpose
Describe the program's clear vision, mission, and purpose.

The Mission of the Ravenswood City School District, as approved by the board, is: *Ravenswood City School District empowers every student to fully engage critically and creatively in their education with the skills and mindsets necessary to successfully fulfill their unique potential*. The purpose of this specific program is to achieve this mission, as outlined above.

There are specific program goals, outlined in the contract, which are aligned with existing policies and procedures, budget and funding, planning and staff development, and any communications and marketing materials. Program goals will vary slightly from year to year, but are invariably collaboratively developed and are updated regularly based on feedback from program staff, school and district staff, teachers, students, caregivers, families, and other community members and partners. Program and District leadership staff meet weekly to discuss the program's progress towards the identified goals, any additional supports that are needed, and any other areas of celebration or concern. Throughout the school year, ELO-P programming is discussed at various school and district level meetings and events (including family nights, board meetings etc), and any feedback received is carefully considered. Additionally, surveys are distributed to both the families of participating students, and families of non-participating students. These are all opportunities for further engagement and discussion around the programming vision, mission, purpose, and activities.

Ravenswood City School District worked closely and collaboratively with the Boys and Girls Club of the Peninsula (BGCP) to offer ELO-P programming hours. This is a formal agreement, with clear communication maintained through regular meetings and emails. There are additional opportunities to partner with other local organizations to expand and extend the opportunities and experiences provided to students, both as an activity within the existing and well-established after-school programming, but also potentially before school or during intersessional breaks. By working closely with BGCP, students experience a seamless and integrated transition between the instructional school day, and the expanded learning program.

Examples of other past, present, and future community organizations to engage with may include:
- Girls on the Run
- Boy Scouts
- Bookelicious
- Ravenswood Classroom Partners
- Hispanic Foundation of Silicon Valley
- Palo Alto Music Connection
- San Mateo County Libraries
- Ravenswood Reads

East Palo Alto Tennis and Tutoring (EPATT) is another significant and long term partner in the Ravenswood community. They equip youth to thrive in college and career pathways through 1:1 tutoring, tennis instruction, parent engagement, and other forms of enrichment. Over the past 35 years they have sent students to college and career success. EPATT is a year round extended day (and during the school day program) they offer an intensive summer program from 8am to 6pm for grades K-12 that focuses on academic skill achievement, tennis, fitness, enrichment, and community service.

EPATT has long operated on Ravenswood campuses. Our revised plan uses one-time ELO-P funding to support the renovation and creation of a longer term location for EPATT, specifically the creation of six tennis courts and four classrooms on the campus. The goal of these spaces is to enable after school and extended year programming. The total cost of this portion of the campus is approximately at $4m, of which EPATT will be contributing approximately $3.5m. Note that EPATT is currently and, for the foreseeable future, 100% philanthropically funded and therefore will not not be receiving ELO-P funds directly and therefore this funding is not discussed in other sections.

All partnerships and MOUs are evaluated and monitored to ensure that they align with the mission, vision, and purpose of both Ravenswood, and BGCP, in order to better support and serve our students. Different types of data are reviewed alongside the program goals to monitor progress and consider program design adjustments in working with these community organizations. We invite suggestions and feedback around these partnerships and activities as part of the existing community engagement processes, described in sections 4, 6, and 8.

10—Continuous Quality Improvement
Describe the program's Continuous Quality Improvement plan.

Major partners, which in the past have included BGCP, already have processes to complete internal program reviews that meet the competencies of the state's CQI, following the guidance of "Assess-Plan-Improve". The CQI template and documentation is completed alongside this internal review using the same timelines, engagement and evaluation process, and data.

Data to inform continuous improvement comes from a variety of sources including student attendance, program observations, surveys with students and families, surveys with staff and partners, meetings, phone calls, and more. At weekly meetings, staff address questions such as "To what extent, and how are we providing a safe and a supportive environment for youth, to develop the mindsets and skills to succeed in school?"

Results and findings from the data are reviewed, analyzed, and shared with leadership and staff to inform improvement plans. Partners, families, and community members are also invited to participate at different times throughout the planning process. This is particularly important when developing specific action steps to address necessary improvements and emergent needs.

Based on the findings of the assessments and action plans, training is delivered to staff to address areas for improvement. Recently, this has also included identifying how and where to provide space to elevate student voice and choice throughout the program. Improvements and actions are monitored over time, and reevaluated towards the end of the year.

11—Program Management
Describe the plan for program management.

The Program adheres to federal, state, and local requirements, and ensures that documentation clearly defines and addresses all topics, including personnel policies, program operation, procedures, roles and responsibilities.

As the Program is primarily run by our partners, there is close collaboration between the district and these organizations, about the requirements, procedures, and operations that each is responsible for. The district maintains written agreements that define the roles and responsibilities of subcontractors and partners, and use well-defined channels of communication, including meetings, to keep up to date on all relevant activities and records.

Fiscal accounting and reporting is completed by Ravenswood District's Business Office, and results in a well-documented budget with line item expenses accounted for against the relevant revenue sources. Ravenswood's Program Coordinator provides programmatic support as needed, and is responsible for ensuring that the Business Office is aware of reporting deadlines and assisting in the preparation of any program-reliant supporting documentation. There is an appropriate level of flexibility in the management of district- and site-level budgets for program leaders to make allocation and spending decisions, track expenses, and request additional funds as needed. The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.

Handbooks for families and students are developed and distributed in languages that families understand, to ensure that everyone knows the program's policies and procedures.

District and program staff are encouraged to take advantage of opportunities to develop their management and leadership skills, to stay informed about new research, best practices, and innovative ideas related to expanded learning programs.

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.

The district currently receives ASES funds and has for several years. These funds currently go towards one partner - the Boys and Girls Club of the Peninsula - who run our summer programming and our after school programming during the year. As demonstrated by our state audit last year, this partnership is in full compliance with the ASES requirements. The ELO-P funds will likely go in part to supplement the expanded additional services provided to students. Additionally, we plan on operating some extended time distinct from the ASES program during district vacations.

As these programs will be open to all students, they will likely be unaware of the specific funding approach from a specific grant as the various funding streams will be coordinated to provide a cohesive program for all students.

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?

Our current partner, the Boys and Girls Club of the Peninsula (BGCP), has served transitional kindergarten and kindergarten pupils in their afterschool program for several years, and has been quite successful in recruiting and preparing staff to work in the program, including ensuring that they know how to work well with younger children. They understand the pupil-to-staff member ratio requirements for serving TK or kinder students, and will continue to ensure that any afterschool or summer programming for these students will have no more than a 10 to 1 ratio - typically, this will be a maximum of 20 students with two adults. This is also clearly identified in the relevant MOUs.

Any after-school, intercession, expanded learning, or summer programming is designed to be age and developmentally appropriate, with students often grouped by grade level or age to ensure that the enrichment and support offered is suitably targeted to our students' needs. In the past, our partnering organizations have used academic enrichment curriculums with differentiated activities and lessons for different grade ranges. BGCP, for example, developed custom Diversity, Equity, Inclusion and Belonging Read-Alouds and related activities, which focus on addressing the needs of our students, and are also differentiated by developmental level. BGCP's program and curriculum design team includes a number of former teachers and school leaders with expertise in differentiating curriculum and instructional practices to meet the developmental needs of students, including our youngest students. Training and support is also provided to staff throughout the duration of the expanded learning programming.

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.

See sample schedules here *(images also provided below)*

Sample Regular School Day Schedule: 2022-2023 School Year

Time		Students' Activity
8:25 - 8:35	Regular School Day	Grab and Go Breakfast
8:35 - 8:45		Morning Gathering
8:45 - 10:00		Classroom Instruction
10:00 - 10:15		Recess
10:15 - 11:45		Classroom Instruction
11:45 - 12:30		Lunch
12:30 - 1:15		Specials
1:15 - 2:00		Classroom Instruction
2:00 - 2:15		Recess
2:15 - 3:10		Classroom Instruction
3:10 - 3:20	Afterschool Program	Transition to Afterschool
3:20 - 6:00		Afterschool Enrichment

Total Programming Per Day: More than 9 hours (8:25am till 6pm)

Sample Summer Schedule: 2022

Time	Students
7:30 - 8:00	Supervision & breakfast for earliest arrivals
8:00 - 8:45	Core program begins. Students continue arriving & eat breakfast together under instructor supervision
8:45 - 12:15	Morning Academic Enrichment Block (including 15 minute break/recess)
12:15 - 1:15	Lunch & Recess
1:15 - 4:00	Afternoon Enrichment Block
4:00 - 4:30	Supervision (student pick-up until 4:30)
BGCP Site Directors and Instructors are all on-site 7:30am - 4:30pm	

Total Program Day is 9 hours (7:30am - 4:30pm)

Listed below are additional legal requirements for the ELO-P	Plan meets 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.	Yes
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.	Yes
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.	Yes

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.	Yes
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.	Yes
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.	Yes
EC Section 46120(c): A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).	Yes
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).	Yes
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.	Yes
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.	Yes
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.	Yes