San Ysidro School District
Expanded Learning Opportunities
Program Plan Guide

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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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.   La Mirada Elementary

2.   Ocean View Hills School

3.   Smythe Elementary

4.   Sunset Elementary

5.   Willow Elementary

6.   San Ysidro Middle School

7.   Vista Del Mar

Governing Board Approval Date: 6/24/2025

Purpose

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

Definitions

"Expanded learning":

Expanded Learning 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.

> The SYSD comprehensive expanded learning plan focuses on providing a safe and supportive environment for students by establishing comprehensive safety protocols and procedures that align with school standards. Our program, Innovacion, will operate solely on school campuses; it will consistently provide access to existing safety measures including the check-in/check-out system. Students' locations will be known throughout the program's duration through a sign-in and sign-out system implemented with the support of the San Diego County Office of Education and a partner vendor. All staff members are CPR and first-aid certified and trained to respond to emergencies. The expanded learning programs will also be incorporated into existing school emergency response and safety plans, with staff identifying primary and secondary evacuation locations and being trained in the student reunification process, ensuring an organized response during emergencies. Beyond these structural safety measures, the ELOP program will support students' developmental, social-emotional, and physical needs by staffing the program with qualified individuals. These individuals will have strong communication skills and be knowledgeable about the communities where sites are located, where students reside, and the local resources available to support students and their families. They will represent the diverse culture of the student population, serve as role models, and be skilled at engaging youth to build positive relationships and foster student involvement. They will also be able to intervene calmly when youth are experiencing difficulties or engaging in unsafe behaviors. This approach ensures students have a secure place to learn and benefit from an environment led by capable individuals. The County, acting as the local educational agency (LEA) for the After School Education Safety (ASES) Program, is dedicated to providing top-quality expanded learning opportunities. As part of a consortium of local school districts, the district will partner with the YMCA, school administrators at each program site, and expanded learning

program staff. Together, we will establish and align health and safety procedures for these programs with those already in place during the instructional school day.

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.

The San Ysidro School District Comprehensive Program aims to boost students' overall success by aligning curriculum and engaging activities in the fields of STEM, Arts, Social, recreation, and sports. Community-based organizations, program partners, and the district will gather feedback directly from each program site to develop their offerings. Students and parents will be surveyed to understand their interests and ideas for enrichment activities, allowing students to help shape unique programs at their sites. This feedback will also be used to analyze what's working well and identify areas for growth. Additionally, staff will conduct walk-through observations at Expanded Learning Program sites. Based on these observations, they'll suggest professional development and site-specific training focused on fostering active and engaged learning environments.

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.

The program delivers active and engaging learning experiences that supplement, rather than replicate, the instructional day. Students participate in hands-on activities spanning STEAM and Visual and Performing Arts, such as sports, coding, social-emotional learning, music, and art, which enable them to apply academic learning creatively. This instructional model develops vital 21st-century skills like critical thinking, teamwork, problem-solving, digital presentation, and communication. Furthermore, students are encouraged to explore new ideas, and their learning is enhanced through mentoring and specialized vendors. By providing these engaging, complementary activities on elementary school campuses, the ELO-P program establishes a supportive environment conducive to students' academic, social, and emotional development.

3—Skill Building

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

The Innovacion program emphasizes developing critical skills through various educational and enrichment activities, aligning with the district's mission to educate and empower students to pursue excellence through a challenging and engaging academic experience. Students will build essential skills through diverse activities, teaching methods, and project-based learning. This approach fosters critical thinking,

collaboration, creativity, and communication, preparing students for future challenges. The ELOP program will also serve as an extension and support system for existing school initiatives. By integrating these programs into ELOP activities, the district ensures students have access to personalized learning experiences that match their unique interests and educational goals. Additionally, ELOP will provide resources that not only enhance learning but also help students develop digital literacy and proficiency in using modern technology tools effectively in both academic and real-world situations.

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.

The expanded learning program encourages student voice and leadership through various engaging activities. Staff consistently collaborate with students to create enrichment activities based on student interests, which promotes a sense of involvement and leadership among participants. Staff also motivate students to take initiative in their self-improvement by exploring and participating in the available programs. The program offers team games, class activities, and activities specifically designed to cultivate youth voice and leadership skills. Students receive support in developing effective communication methods, enabling them to express their viewpoints and contribute to positive classroom environments. Students are regularly updated on program events and activities, allowing them to make informed choices and practice leadership, self-advocacy, and self-reliance. Further leadership opportunities are provided through independent work, group activities, and community service projects, where students can actively contribute and make a difference in their community. Students will also have the opportunity to engage in competitive sports with surrounding schools to experience sportsmanship, belonging, and etiquette.

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.

Our comprehensive program helps students grow through structured physical activities and play. Play gives students a chance to learn in a fun way, discover themselves, and build social skills through both recreational and physical activities. The program works with the district to offer sports clinics and leagues, along with activities such as yoga, ballet folklorico, and dance. Students will also have the opportunity to play intramural sports with schools within the district. Annual surveys of parents and students help determine new recreation activities and sports to add. Student health and safety are a top priority, starting with a smooth transition from the regular school day to the after-school program. Student attendance is tracked at the start of the after-school program and monitored throughout the sessions. After-school

staff observe student behavior to ensure all students are safe, treated with respect, and valued. Program expectations are shared with parents in registration packets and reviewed with students in classes. Every student receives nutritious snacks daily. The San Ysidro School District Food Service staff selects these snacks. These snacks include two of four food components milk/meat, fruit/vegetable, or grain/bread. Examples of snacks provided are cheese sticks, apple juice, yogurt, apples, cups of carrots with broccoli and ranch dressing, and milk.

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.

The District values and embraces its diverse community, and staff actively work to recognize and build upon various cultural backgrounds. All students will be encouraged to join after-school, before-school, intersession, and summer programs. Students with diverse needs will get the same support as they do during the regular school day, depending on staff availability. The District's special education department will be sought to help create activities and training to ensure students with disabilities can participate fully. English language learners will also receive language support so they can fully join all programs. Transitional home students and foster youth will be strongly encouraged to take part in activities related to this plan and will receive ongoing support from the district's pupil services coordinator. Military families and their students will also be invited to engage in the district's year-round activities and resources. Additionally, socio-economically disadvantaged students will have access to continuous support designed to enrich their development. All communications sent to the community will be inclusive and welcoming, addressing any concerns about participation. Program providers will work closely with the district to ensure every student has opportunities to participate in engaging activities.

7—Quality Staff

Staff Engagement

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

All district partners must set qualifications for each staff position. At a minimum, staff who directly supervise students must meet the District's requirements for an instructional aide. San Ysidro School District staff will be offered the opportunity to participate as class instructors based on their interest in the activities offered. Students who are attending classes that have minimum participation may be offered other options in case the class closes due to low participation. The District and its educational partners will screen all providers for programs, including before/after school, summer, and intersession. These programs will feature an educational and literacy component. Additionally, programs will offer an educational enrichment element, which may include STEM, sports, visual and performing arts, and youth

development activities. Site ELOP leads will be supporting enrichment classes and will play a key role in the development of this plan. ELOP leads will be selected with district and site administrators' input.

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)]).

The District makes sure all Innovacion staff meet strict qualification standards, aligning with district policies and the Education Code. To keep students safe, all staff go through thorough health and safety screenings. These include Live Scan fingerprinting, TB testing, and mandated reporter training. Staff also get CPR and first aid certification so they can respond effectively in emergencies. The program maintains appropriate staffing ratios—1 staff member for every 10 Transitional Kindergarten/Kindergarten students, and 1 for every 20 students in grades 1-8. They achieve this through careful hiring, continuous recruitment, and flexible scheduling. The District also partners with the YMCA and others to add more staff, ensuring all students receive excellent supervision and support.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Staff in the Expanded Learning Opportunities or ASES program will receive ongoing professional development and training when employed by the YMCA. The program will assess staff needs and site-specific quality improvement areas to ensure training is targeted and effective. ELO Site Leads will conduct regular program meetings at schools and with district leadership. These meetings will include instructional content based on quality standards for expanded learning and continuous improvement processes. They will also focus on refining program processes, procedures, and practices. Additionally, ELO staff, in collaboration with the district's Educational Services Department, will seek training and resources to develop social-emotional competencies among program staff. The county technical assistance lead for Expanded Learning programs is also available to provide various training as needed, fostering ongoing collaborative learning environments for ELO program staff, school leaders, managers, and directors.

8—Clear Vision, Mission, and Purpose

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

The District, in collaboration with its teachers and the community, is committed to

providing a high-quality, multicultural learning environment. This environment strives to promote academic excellence, social responsibility, and the physical and emotional well-being of all students. Our core mission is to deliver quality education and opportunities for all students to succeed. Working alongside the YMCA and other educational partners, the District plans to offer safe and nurturing expanded learning programs. These programs are designed to prepare students for college, careers, and life. Additionally, they will provide structured academic, physical, and social activities for students from Transitional Kindergarten through Grade 8.

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.

The District employs a multi-faceted approach to gather feedback from its educational partners, ensuring programs are continually responsive to community needs. Students and their parents are regularly offered surveys as a direct channel to express their views on the various aspects of the programs. These surveys are designed to capture perspectives on engagement, effectiveness, and areas for enhancement. Beyond structured surveys, parents and families are also provided with additional opportunities to give feedback on the diverse range of offerings from the District. This could include avenues such as dedicated comment sections on program websites, direct communication with program coordinators, or open-door policies at site locations. The County Office of Education actively supports this feedback process, particularly through its involvement with the After School Education Safety (ASES) program. The County leverages its resources and expertise to help collect and analyze feedback data from ASES participants, contributing to a broader understanding of program impact and areas for development. This often involves shared survey instruments or data analysis support. Finally, the District also convenes presentations at district-level community meetings. These forums serve as platforms not only to inform the public about current and future program initiatives but also to actively solicit direct feedback and engage in dialogue with community members, providing a public space for input and discussion. Through these combined efforts, the District aims for a comprehensive understanding of program effectiveness and areas for continuous improvement.

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.

The District works with partners like the YMCA of San Diego to regularly review, plan, and update the Expanded Learning Opportunities program plan. They also collaborate closely with ELO staff to refine program implementation at school sites. The District engages Community-Based Organizations through collaboration meetings focused on the ELOP Plan. These meetings involve reviewing data, identifying areas of

improvement, and pinpointing areas for targeted improvements. This collaborative effort is supported by job-embedded professional learning opportunities designed to address identified critical areas. The District maintains a formal MOU agreement with additional partners like South Bay Community Services, Teen Rise Foundation, Next Generation Health Leaders Ambassadors, and others.

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 Innovacion program is committed to ensuring its constant development, refinement, and evaluation. The district fosters a culture of reflection and responsiveness by establishing collaborative processes that actively engage staff, educational partners, leadership, and students in an ongoing cycle of improvement. Input from key educational partners is regularly gathered through surveys, formal meetings, and advisory groups; this collaborative feedback directly guides program planning influences adjustments, and informs evaluation efforts to meet the diverse needs of all students. Each year, data collected from these surveys is shared and discussed to drive the development of program goals, ensuring alignment with the district's priorities and students' evolving needs. By integrating this data-driven approach into its planning and implementation, the program ensures it remains responsive and adaptable, effectively supporting students' academic and personal growth, and ultimately enhancing program quality to serve students, engage the community, and foster an environment of academic excellence and success.

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.

https://ca02206824.schoolwires.net/Page/131

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program[3]. How does this budget reflect the needs

of students and families within the community?

This budget is designed to meet the specific needs of our community by offering safe, enriching, and developmentally appropriate learning experiences beyond the traditional school day, including after-school programs, intersession opportunities, and extracurricular activities that promote creativity and critical thinking. We prioritize collaboration by engaging parents, staff, and community partners in discussions about funding allocations, and gathering valuable insights to refine our resource distribution and programming. Our initiatives focus on inclusivity and accessibility, ensuring that all students, regardless of background or abilities, have opportunities to thrive. By continually assessing and adjusting our budget priorities, we aim to maximize the impact of our investments in education, leading to improved outcomes for all students. The budget also reflects attendance recovery efforts and supports attendance tracking, certificated staff, materials, training, and other required provisions.

Resource		Description	Expenditure Description	Budget
ELOP	Direct Service Personnel	Salaries	Including benefits	4,350,471
	Program Supplies		Equipment	129,553
	Program Vendors		Additional Enrichment	721,534
	Other Direct Expenses		Including transportation	240,202
	Admin			398,672
	Indirect			424,169
ASES	Direct Service Personnel	Salaries	Including benefits	804,688
	Program Supplies		Equipment	7,630
	Program Vendors		Additional Enrichment	74,050
	Other Direct Expenses		Vendors	26,262
	Admin			42,174
	Indirect			47,740

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

The San Ysidro School District's Educational Services and Business departments will monitor all expenditures related to the ELOP program, ensuring funds are used by the approved budget and regulations. The business department will produce and analyze budget reports regularly to track spending and identify discrepancies, while periodic internal audits will verify the accuracy of financial records and compliance with rules. All costs associated with the ELOP program will be reasonable and compliant with laws and guidelines, and SYSD will maintain documentation to support all expenditures, including invoices, contracts, and payroll records.

[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?   X Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes X 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.

The After School Education Safety and Extended Learning Opportunities Program funding will be utilized to increase student enrollment and participation in the Innovacion Program. The primary goal is to eliminate waiting lists, ensuring all students have access to a high-quality experience. The program is designed to follow consistent schedules and guidelines, creating a comprehensive Expanded Learning Program for all participants.

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?

The San Ysidro School District and the YMCA of San Diego will prioritize the attendance of TK students along with other prioritized groups and provide staff that will meet the requirements of no more than 10 to 1. Once a class meets the need for additional staff we will hire and train additional personnel. SYSD uses interest forms to determine the needs of our youngest population. SYSD's transitional kindergarten staff will be offered the possibility to work and train others if applicable. YMCA staff receive additional training regarding attending to the needs of 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?

The Expanded Learning Program's enrollment criteria align with both district goals and ELO-P mandates. All students are invited to apply, but those designated as ASES and ELO-P priority students will be securely enrolled first. When the program reaches its capacity, a waiting list will be formed. As staff capacity increases, students on this list will be enrolled. The district aims to ensure broad access by eliminating waiting lists, allowing the program to serve the maximum number of students, including those in middle schools. The enrollment process will consist of sending fliers to families, advertising at school sites, publishing on the district website, and other site-level communications. The forms are stored electronically and all wet signatures collected are housed with our YMCA partners. Transportation will be provided for intersessions when a local school is not housing a program.

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.

Field trips will be scheduled during our intersession programs in the fall, winter, spring, and summer. These field trips will continue to be supervised and accounted for by the appropriate student ratios. If needed, additional district staff will be hired to fulfill these needs. Sample field trips include local community colleges, sea and wildlife habitats, social and emotional development activities, and others. These field trips will encourage and promote students' awareness of our community and provide further educational opportunities like career pathways. Field trips will be within the scope of the program day and transportation will be allocated by the district's transportation department. When needed, the district will rely on approved vendors to fulfill transportation.

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.

Fees will not be collected from San Ysidro School District families.

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.**

Sample Program Schedule
Daily School with Instructional Day Sample
Time Activity
• 6:00 AM- 8:30 AMBefore School Breakfast Homework Help Enrichment
8:30 AM – 2:30 PM Regular School Hours
2:30 PM -2:45 PM Kinder Dismissal Check In
2:45 PM- 3:00 PM Circle Time
3:00 PM- 3:15 PM Opening Challenge
3:15 PM- 3:25 PM Assembly
3:25 PM- 3:45 PM Snack
3:45 PM- 4:30 PM Sports
4:30 PM- 5:20PM Arts/ Homework
5:20 PM- 5:30 PM Closing Assembly
5:30 PM-6:00 PM Check out

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.