

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

Woodland Joint Unified School District

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435 6th Street

Woodland, CA 95695

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

Name of Local Educational Agency or Equivalent:	Woodland Joint Unified School District
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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. Beamer Elementary
2. Dingle Elementary
3. Freeman Elementary
4. Gibson Elementary
5. Plainfield Elementary
6. Tafoya Elementary
7. Maxwell Elementary
8. Whitehead Elementary
9. Woodland Prairie Elementary
10. Spring Lake Elementary
11. Zamora Elementary

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.

Woodland Joint Unified School District (WJUSD) takes pride in ensuring students and staff are provided safe and supportive environments. Expanded Learning Opportunity Programs are offered on-site at all of our elementary schools and subcontracted with Young Men's Christian Association (YMCA) at Spring Lake and Zamora Elementary schools.

Safety Training:

Student and staff safety is prioritized with WJUSD. Site Support Specialists work with site principals and Expanded Learning staff (also known as Tutors) to align Expanded Learning safety procedures with each school's standard safety drills and protocols. This coordination includes important safety logistics and annual training such as Evacuation Procedures, First Aid/CPR certification, School Safety, COVID-19 protocols, Mandated Reporter, Sexual Harassment, Classroom Management, and Social Emotional Learning (SEL). Furthermore, Expanded Learning staff regularly schedule drills during Expanded Learning program time. Drills are practiced monthly and include Fire/Evacuation, Lockdown, and Active Shooter drills. Drills are documented and records kept for reference. All school sites have a Comprehensive School Safety Plan (CSSP) and School Site Evacuation maps. Expanded Learning staff meet annually to review CSSPs and site and district safety updates. To ensure student safety, Expanded Learning staff wear WJUSD badges for identification.

Emergency Policies and Procedures:

Expanded Learning staff meet monthly with site principals to review student and staff safety, classroom management policies, and student concerns, and to update procedures and protocols. Urgent safety incidents are addressed immediately through the district chain-of-command: Expanded Learning Tutors, Site Support Specialist, students, families, District Coordinator of Expanded Learning, and the site principal. The Director of State and Federal Programs and Superintendent are notified for support as needed. Notifications are communicated by phone call, email, or site visit. Expanded Learning staff have a two-way radio with them at all times to ensure safety of students and staff. Site Support Specialists have access to AERIES, our student information system, and the District Coordinator of Expanded Learning is available to assist with any additional needed information. Any student or adult injury is documented via the WJUSD Student Accident Report Form or the District Accident/Incident Report. These reports are shared with the site principal and with WJUSD Business Services. In the event of a student accident, the family is informed via phone call. In case of emergencies, our Expanded Learning staff maintain current emergency contact information for all students on site. Student information, including student health updates, emergency phone numbers, and Emergency Care Plans, are reviewed at the beginning of the year and as students are added to the program. The school nurse is consulted regarding any Emergency Care Plans and actions required by Expanded Learning staff. Each site has a sign-out system to ensure families sign-out students each day.

Supportive Environment:

Our WJUSD Expanded Learning program helps establish a sense of belonging for students in our program. Site Support Specialists participate in monthly district meetings to review and receive training in safety, classroom management, and Social-Emotional Learning. Expanded Learning staff are trained to provide a safe and supportive classroom environment for their Expanded Learning students. These strategies include providing a warm welcome through greeting students at the door during check in. Establishing classroom routines, calling students by name, having classroom agreements, and checking in with students is a priority. Each day ends with an optimistic closure, to support students' social-emotional needs. Each School's Expanded Learning Staff implements the site's Positive

Behavior Interventions and Supports (PBIS) system. The PBIS system provides student support for developmental and social-emotional needs. Staff hold students to high expectations for behavior and achievement and provide students the support they need to achieve this. Families are kept informed about expectations through check-ins and phone calls as needed.

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.

The Expanded Learning Program provides a safe place for students to have academic, enrichment, and recreation time every school day. These three areas are in alignment with After School Education and Safety (ASES) requirements California Education code sections 8484 and 8427.

Academic Support:

All Expanded Learning programs include a minimum of five hours per week of academic support, aligned with student needs, as identified by the school. Expanded Learning's academic time is a complement to the regular school day routine, which includes designated time for completing homework and daily reading assignments. Expanded Learning staff uses evidence-based practices such as asking questions that allow students to connect new material with prior learning and models such as step-by-step demonstrations or think-alouds to work out a problem. Additionally, Expanded Learning staff lead basic mathematical activities to develop fluency using games, practice activities, and movement to build math concepts and habits.

WJUSD schools engage in a researched-based Professional Learning Community (PLC) process to identify students' needs. A teacher liaison at each school site is the certificated point of contact to provide direction for a seamless transition from the regular school day to the Expanded Learning program. Additionally, teacher-led intervention groups focus on literacy and math skills not mastered within units of study. These academic groups are formed using data from student records and progress in the classroom, which can be fluid depending on student mastery and progress on academic standards.

District i-Ready academic fall 2021- 2022 data showed that 20% of students in grades 1st through 6th were "on or above grade level" in English Language Arts (ELA) and 11% of students were "on or above grade level" in math grades 1st through 6th. Based on the need for increased academic support, teacher-lead interventions in ELA and math are provided. Dreambox, a math and ELA online intervention program, supplements intervention in ELA for 3rd through 6th grades and in Math for grades 1st through 6th.

In addition to the support provided by staff, students have the opportunity to utilize DreamBox and i-Ready, which are online learning programs, to work on differentiated math and reading goals as determined by diagnostic assessments. Students work at their own pace in Math and Language Arts assignments through engaging computer lessons and activities. Academic growth is measured through i-Ready diagnostic results, which staff utilize to evaluate student progress in comparison to students not enrolled in the program. Based on this evaluation, the academic program is adjusted to improve outcomes for students.

Additional academic support is provided to targeted student groups through community partnerships and volunteers. Students gain extra support in reading and math based on qualifying i-Ready scores. We have two community organizations volunteering to support student academic growth in our program. United Way volunteers provide additional reading support through Book Nook to boost students that need extra help with reading and comprehension. Americorp volunteers provide math support to 3rd grade students through their virtual platform to

boost foundational math skills.

Enrichment:

Expanded Learning provides enrichment opportunities for experiential learning. Our program is designed to complement enrichment activities used by sites during the school day. The program partners with local businesses, non-profit organizations, and vendors to provide college and career exploration opportunities such as:

- **Citizen Science:** With support from the UC Davis Center for Citizen Science, students participate in lessons to learn about the biodiversity at their schools. Sites take and upload photos of plants and animals from their school and contribute to a pool of data that scientists review. Students are able to view themselves as scientists. Sites also participate in the annual City Nature Challenge and a local Bioblitz.
- **Nutrition/Cooking:** Students assist with a weekly Kids Farmers Market provided by the Yolo Food Bank as well as receive lessons on nutrition and healthy eating through the CalFresh Healthy Living, University of California Cooperative Extension (UCCE) Yolo Program. Utilizing cooking classes, University of California Cooking Academy (UCCA), and other programs, students learn kitchen safety rules, food safety, food preparation, recipe reading, and create snacks for taste tests.
- **Music/Acting/Art:** Woodland Opera House provides acting and theater game classes for students, building on their public speaking skills and self confidence. Team Media Bus provides courses in foundational skills for music and video production designed for elementary students. Art continues to develop at the site level as Fun Friday and holiday enrichment activities while vendor partnerships are explored.
- **Gardening:** Yolo Farm to Fork provides interns that assist with school gardens. Students learn about gardening and how to plant, grow, harvest, and prepare different vegetables. Resources from the California Foundation for Agriculture in the Classroom are available to provide additional information on agricultural commodities, taste tests, and fun activities connected to the garden.
- **Science, Technology, Engineering, Art, and Math (STEAM):** Sites utilize Kidz Science kits with hands-on STEAM lessons for K-6 students. Using Legos for Education, students use STEAM skills and team work, to participate in exploration and building. Robotify is another stem activity students use to build coding skills.
- **Peer Tutors/Leadership:** Sites offer leadership clubs for students to increase student involvement and engagement. Students assist with activities and planning clubs. Older students are partnered with younger students to assist with reading, homework, and enrichment activities, building a bridge of support between grades.

Through these programs, students explore new ideas, learn through multiple senses, and build self confidence.

Recreational Activities:

Recreation is an integral part of the Expanded Learning Program. Each day, students participate in guided recreation activities from Sports, Play, and Active Recreation for Kids (SPARK) curriculum, an evidence-based physical education program designed for afterschool. In addition through Little Heroes, a recreational program, students learn teamwork and leadership skills through physical fitness games. The Coordinated Approach to Child Health (CATCH) curriculum provides students with regular physical activities, and develops team work as well.

In preparation to meet California Department of Education (CDE's) requirements for 2023-2024 school year

(Education Code Section 46120) of providing 30 non-school intersession days, Woodland Joint Unified School District is implementing the following intersession times to meet requirements: 10 days during the school year (winter and spring break) and 20 days during summer break. There is a high demand for intersession programming for students, and we will collaborate with families to plan and provide access to these opportunities. Students are surveyed annually to determine intersession program offerings, and youth and family advisory groups will be consulted during the development of each session plan. Intersession programs will also be developed through collaboration with site principals and district departments, ensuring we design intersession programs that meet the needs of each student. WJUSD intersession continues to design our programs to include project-based learning, recreation, and academic activities to ensure continuity and active and engaged learning.

3—Skill Building

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

The Expanded Learning program reviews data and reflects each trimester, to improve the activities and programs offered, ensuring that we meet the needs of the students and the community, and are building students' skills. Each year the needs of students, families, schools, and the community are assessed using student surveys and focus groups, family surveys, Local Control Accountability Plan (LCAP) survey/meetings, and the California Healthy Kids Survey. Additionally, needs are identified through collaboration with teachers and site principals, who share information from PLC and PBIS meetings. Site Support Specialists meet with teachers and administrators monthly, in addition to participating in Leadership and PBIS meetings, to help identify the needs of the school. Families' feedback and recommendations are collected through the ELO-P Advisory group, site family meetings and collaborative work between the Expanded Learning programs and the site Parent Teacher Association (PTA). In addition, School Site Councils and English Learner Advisory Committees provide input, recommendations, and feedback. All Expanded Learning school sites engage in the Continuous Quality Improvement (CQI) process to assess the program, plan, and improve areas of need. Enrichment and recreation activities are redesigned annually based upon this feedback, with the goal of engaging students and practicing skills such as team-building, collaboration, and effective communication.

In order to build academic skills, all Expanded Learning sites provide time for classwork completion and homework support. Students rotate in small groups through academic stations, while the Expanded Learning staff support students in homework completion. Academic intervention is included in the Expanded Learning program by leveraging data and determining student needs from PLC meetings. Classroom teachers provide academic intervention during Expanded Learning to address these needs and support the practice and mastery of skills. Academic skill building is enhanced with support from community partners such as United Way and Americorp, assisting students with reading comprehension and math. The focus is always to complement the regular school day programs and curriculum and support mastery of skills.

Expanded Learning Sites provide enrichment clubs such as art, dance, cooking, and sports, allowing students to have experiences in a variety of personal interests and build the skills necessary for college and career. Science is a common enrichment topic and through Citizen Science, Gardening, and Nutrition lessons students learn STEAM skills. Additional Music and Art enrichment is provided through Woodland Opera House programs and Team Media Bus. Sites offer a variety of clubs, such as ballet folklorico and soccer, based on student interest. Physical education and enrichment is provided through Little Heroes, and using the SPARK and CATCH curriculum. Youth Leadership opportunities are provided during Fun Friday leadership enrichment classes and is an ongoing area of development for our program. Plans for building youth leadership include hosting youth leadership advisories which plan and implement enrichment activities for their site, as well as write newsletters and create newscasts highlighting the site's program.

4—Youth Voice and Leadership

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

Youth leadership and voice are essential to developing a well rounded, student centered Expanded Learning Program. WJUSD's Expanded Learning programs collaborate with students to ensure we hear students' voices. This enables our program to tap into each student's passion and support them in transforming their passion into creative activities.

Classes hold regular youth advisory meetings, where students share viewpoints and concerns, and reflect upon their learning experiences. Student surveys are given each trimester and analyzed by the Site Support Specialists, Coordinator, and ELO-P Advisory Committee, to provide additional information regarding program needs. As student needs and interests emerge, academic, enrichment, and recreational activities will be developed that allow for youth leadership roles. To ensure younger students are able to express their interests, tutors hold class meetings, check-ins, and communicate with families. This information is used to improve student connectedness and revise program plans. Older students are able to participate in leadership classes, classroom meetings, and surveys to identify the needs of their school site and develop plans to address those needs. Expanded Learning programs have enrichment time that includes youth leadership opportunities, allowing students to develop programs of interest.

In the first year of implementation, youth voice and leadership has included: youth leadership clubs in which youth leaders are developing community projects and planning enrichment activities and clubs. Sites have implemented student councils, which include class meetings, and class representatives. As a result, sites have implemented student developed and led programs this year, including: Project Based Learning (PBL), spirit week, pep rallies, Fun Friday activities, team games at recess, reading and recess buddies, and service learning projects. Several sites have developed Beautification Days, which emerged from student leadership teams' concern for recycling, garbage, and school pride.

Expanded Learning staff participate in training that includes PBIS, classroom management, SEL, and enrichment program opportunities, with distinct focus on improving youth engagement. In addition, staff are provided professional development focused on youth development and leadership skills from WJUSD's youth development director.

Our program provides leadership opportunities for high school students, through the opportunity for WJUSD high School students to work as tutor ambassadors. High school students will work in the program, and will serve as mentors and build lasting relationships with younger students, as well as build job skills by supporting Expanded Learning staff with day to day activities.

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.

The Woodland Joint Unified School District (WJUSD) Wellness Plan is committed to providing school environments that promote and protect students' health, well-being, and ability to learn by supporting healthy eating, drinking water, and physical activity. A healthy culture and environment during Expanded Learning program time, including intersession time, is established through the coordinated efforts of district staff and community partners. The WJUSD Food Services Department provides healthy snacks, breakfast, and lunch for all students in the afterschool, before school, and intersession programs. WJUSD Food Services submits their menus for review and approval from the State and/or United States Department of Agriculture (USDA) Nutrition Services for nutritional compliance. Students are offered a fruit or vegetable, a milk or juice, and a carbohydrate for snack service. Students are required to select two

of three offerings. The University of California (U.C.) CalFresh program provides nutrition education and physical activity training. In addition, Yolo Farm to Fork works with school sites to support students' learning how to grow healthy foods. Yolo Food Bank (Kids Farmers Market) provides food deliveries with locally grown healthy fruit and vegetable options, along with wholesome recipes for students and their families. Students participate in cooking and nutrition lessons to learn about healthy meal choices and recipe creation.

Physical activity occurs on a daily basis through free play and organized recreational activities. A minimum of thirty minutes is dedicated to active physical activities through various curriculum such as SPARK, CATCH, and Little Heroes. To support the mental health of our students, Northern Valley Indian Health provides support to students with mindfulness and a growth mindset. Other evidence-based programs are used to teach sports skills, games, and SEL during recreation time. To ensure the safety of all students, Expanded Learning Site Support Specialists meet with school nurses to determine the needs of students, and training is arranged for staff as needed. Annual Cardio Pulmonary Resuscitation (CPR) and First Aid training is provided at the district level for all Expanded Learning staff.

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.

To ensure equitable access and opportunity, staff provide outreach to all eligible elementary school students. Parent Square is used to email and send all calls to families once enrollment begins. District and school newsletters share registration details, in both English and Spanish. The district website also provides a pop up window with registration details, as well as links to the registration system. Site support specialists, in addition to school and district staff, provide outreach to needy families, ensuring equitable access to our program. All students are eligible to join the Expanded Learning program. Priority enrollment is given to migrant students, English learners, homeless and/or foster youth and low income students first, as is required by AB 1567. Families are placed on a waiting list for their designated school sites and are reviewed weekly by site leads, and are contacted when space becomes available. Family wait time varies based on individual sites staffing needs.

Following this, waitlist priority is based on:

1. Sibling already in the program
2. Principal/staff referral
3. Academic performance

We recognize staff will need to expand upon these criteria, based upon the needs of individual students and families.

By working with district liaisons, we provide outreach to students and families that could utilize the Expanded Learning program. Translators assist in program communication. Many of the Expanded Learning staff are bilingual, which helps to facilitate communication with non-English speaking families. All information regarding the Expanded Learning program is available in both English and Spanish, and community and family engagement specialists at each school site assist with communication.

To ensure equitable access to the program, Expanded Learning staff confer with the school staff and nurses to learn of student food allergies, other health concerns, and special needs. Site Support Specialists and Tutors, in collaboration with school counselors, mental health clinicians, special education teachers, school nurses and administrators, work as a team to provide appropriate information and training to support each student's specific

needs. ELO-P works in conjunction with the Special Education Department to determine student's needs and supports to provide the following assistance:

1. Utilize Paraprofessionals as classroom support
2. Organize and monitor SEL counseling groups
3. Provide accommodations, supports, and job embedded training for staff
4. Professional Development

All programs are open daily, beginning immediately after school and ending at 6pm. Thirty non-school intersession days are offered from 8 am to 5 pm, meeting the needs of our families and students.

The WJUSD Expanded Learning program includes a diverse student population and celebrates this diversity. Our Expanded Learning program creates a welcoming environment by representing the diversity of participants through program activities, materials, and displays such as Ballet Folklorico, Diwali, Black History Month, Day of the Dead, Basant Kite Festival, Holi, Martin Luther King Day, and other cultural experiences. All cultures are welcome and we encourage staff and students to share their experiences and backgrounds. We promote cultural events and other cultural holidays to build community so that students can learn from one another. WJUSD staff members are encouraged to share and create activities that reflect their interests and heritage such as art, music, and culinary skills.

7—Quality Staff

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

Expanded Learning Site Support Specialists are full time classified staff. After-school tutors are part time employees and work under a Variable Services Agreement (VSA). All Expanded Learning staff have a Department of Justice Criminal Background Check as well as a valid Tuberculosis (TB) Test. Expanded Learning employees also need to fulfill the following requirements:

- High school diploma or the equivalent, and
- Completed at least two years of college (minimum 48 semester units), or
- Obtained an Associates (AA) degree (or higher); or
- Pass the district paraeducator test
- Fingerprint clearance
- Current T.B. clearance

UC Davis Work Study (WS) tutors must also meet the district VSA tutor requirements.

Volunteers are screened for Federal Bureau of Investigations (FBI) and Department of Justice (DOJ) compliance along with TB clearance. Volunteers assist with classes but may not independently supervise students.

These requirements are screened and the records maintained by the WJUSD department of Human Resources. The program coordinator ensures that all staff who directly supervise students meet the minimum requirements of an instructional aide. All partners and subcontractors sign a contract guaranteeing all employees have met the minimum requirements of instructional aide, have recorded evidence of fingerprinting, and a current TB clearance filed with the Human Resources Department.

WJUSD Expanded Learning staff are recruited through EdJoin, Handshake (U.C. Davis job board), postings of job availability, and word of mouth. The Expanded Learning program seeks applicants who have experience working with

youth and coordinating recreational and/or other educational programs. Tutors are trained and encouraged to apply for the position of Site Support Specialist when vacancies occur. Interview questions give the opportunity for candidates to share their experience, knowledge and interest. Job titles and descriptions are clear and onboarding includes training. Expanded Learning employees have trusting and positive relationships with students and return to the same school and position for multiple years. Partner and subcontractors (Community-Based Organizations, vendors, or other organizations) may provide staffing to lead academic/homework support, enrichment, and recreation activities. Partner agencies run advertisements in the newspaper, recruit at job fairs, online job boards (such as Indeed.com) and through social media. Partner agencies seek applicants who are collaborative, able to follow program goals, work effectively with adults and children of all backgrounds, abilities, opinions, and perceptions, and meet the minimum district requirements.

All Expanded Learning staff receive agency orientation and a WJUSD new hire training. Ongoing training is provided to improve skills and to enhance job performance, which aids with the yearly retention of staff. At regular weekly collaboration meetings with Site Support Specialists, tutors review information, celebrate staff successes, and provide weekly next steps with site programs. Annual WJUSD district-wide training includes First Aid/CPR certification, School Safety, anti-bullying, COVID -19 protocols, Mandated Reporter, Sexual Harassment, Classroom Management, and Social Emotional Learning (SEL) Training. Back to school training provides updates on policies and safety practices each August for all Expanded Learning staff.

All Site Support Specialists and their tutors are expected to attend the beginning of the year team training which provides site teams the opportunity to get to know one another, build community, and create program systems and processes. Training topics can include: classroom management, youth engagement strategies, physical fitness, de-escalation and safety, and an overview of Continuous Quality Improvement (CQI) Quality Standards. Additional training during the year for all Expanded Learning staff is based on delivering a program that meets the grant requirements, as well training based on the results from the needs assessment and student interest. All Expanded Learning sites are encouraged to participate in Region 3 professional development for expanded learning, and also have access to district-provided training and chromebooks to pursue individual training to meet the needs of their site.

8—Clear Vision, Mission, and Purpose

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

Our mission, aligned to CDE’s ELO-P and ASES mission, is to provide students with a safe, enrichment-filled environment to ensure they meet their highest potential to graduate college, and be career and community ready. This mission was adopted from the ASES plan that was developed for the initial ASES application (2007). The Local Control Accountability Plan (LCAP) survey, feedback from stakeholder focus groups, including family and student surveys, assessment data, including attendance and truancy, and student level discipline data are reviewed and incorporated into the ELO-P plan to reflect the needs of the community.

The Expanded Learning Opportunities Program aligns its mission with the LCAP goals.

1. College and Career Ready:

- In working with community enrichment partners, students explore career fields and interests aligned to future college and career readiness.
- Providing enrichment opportunities for all students, aligned to Career Technical Education (CTE) pathways in secondary school and beyond.

2. Meet Social-Emotional and Academic Needs:

- Meeting the needs of students by including counseling support, access to Multi-Tiered Systems of Support (MTSS) systems at each school site, and providing intervention and acceleration across the district.
- Accelerate student progress towards grade level proficiency in Math and ELA.

3. Accelerate English Learner Achievement:

- Collaborating with English Learner services to plan specialized interventions for English acquisition along with enrichment activities.
- Providing professional development aligned with English learner profiles, so staff can tailor intervention and support.

4. Engagement and Leadership Opportunities for Youth:

- Developing youth leadership opportunities and peer mentoring through the use of paid high school student tutors. One of their focuses will be on developing youth engagement in our programs.
- Providing students the opportunity to participate in decision making at the site, as well as provide feedback through trimester surveys. Student feedback and decision making is essential in building program activities and developing the ELO-P plan.

The following information is used in determining the Expanded Learning program goals and target population for the Woodland Joint Unified School District:

- Needs assessments with Migrant Education, Homeless/Foster, and Special Education staff.
- Multiple assessment measures from the PLC process (CAASPP, i-Ready, & local assessment data).
- Teacher and Administrator recommendations and requests.
- School site and district attendance concerns and data.

To engage stakeholders in the program's mission, vision, and goals, ELO-P holds collaboration meetings at various levels: District, site, and community. At the district level the associate superintendent of educational services and superintendent of schools meets with the program director on a regular basis. The program director meets with the coordinator of Expanded Learning. The coordinator of Expanded Learning meets with teachers on special assignment (TOSAs), site support specialists and partner agencies regularly to support and provide information and training required for the implementation and monitoring of programs.

Expanded Learning Opportunities also leverages the following Community Partner Engagement:

- Annual Family Orientation - All Expanded Learning families are required to attend an orientation. Important Expanded Learning information is shared and families have the opportunity to ask questions and address concerns.
- Annual Site Meeting - Site Expanded Learning staff arrange meetings with principals, teachers, and families to review the Expanded Learning program and the needs of the site.
- Monthly Site Meeting - Site Principals and Expanded Learning staff meet monthly to discuss the site program and student needs.
- Wellness (PBIS) and Leadership Committee meetings - Expanded Learning staff attend during a regularly scheduled meeting to share Expanded Learning information with staff and community members.
- Collaboration with teachers - Each student's teacher provides feedback to Expanded Learning staff regarding student needs and successes.
- End-of-Year Survey - An end-of-year survey including site staff, Expanded Learning staff, families, and students. Data is reviewed and evaluated to assist with program development and improvement.
- Student surveys- Student feedback in grades 4th and up is gathered at three points during the year to identify areas of strength and areas for improvement.

While there is not a CDE statutory requirement to include committees in the development and annual update of ELO-P Plan, Woodland Joint Unified understands the value of community engagement, and has created two committees.

The ELO-P Advisory Committee meets every other month to share information with committee members regarding the school district's need for student support and academic achievement, plans to support these goals, information regarding staffing, health and safety within the program, and cultural enrichment activities.

The WJUSD's ELO-P Youth Advisory Committee is a priority to develop in the first year of program implementation as a way to get youth leaders involved. One to two members from each ELO-P sites will be participating in bi-monthly meetings.

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 collaborative partners involved in the process of updating the Expanded Learning program plan include representatives of district-level departments, Expanded Learning staff, members of the ELO-P advisory committee, and community partners. The WJUSD Expanded Learning Opportunity Program Plan will be available to all Expanded Learning staff, principals, teachers, and families and will be posted on the WJUSD Expanded Learning website. Each Expanded Learning school uses the district program plan to develop their own site-specific features addressing unique needs of each site. This ensures all aspects of the district plan are implemented at the site level. The site-specific program plans are reviewed by each principal and available to all collaborators to coordinate an integrated partnership between the instructional day and expanded learning programs. Site and district administrators, teachers, Expanded Learning staff, community partners and families provide feedback on the school and community needs on an on-going basis. Families are involved through site Expanded Learning family meetings. All Expanded Learning school sites engage in an annual meeting with collaborators as a part of the Continuous Quality Improvement process to give feedback and inform program design.

Collaborative Partnerships include:

- Expanded Learning Site Principals - Provides leadership to and shares PLC information with Expanded Learning staff to connect the instructional day.
- Expanded Learning Site Support Specialists - Meets on the last Wednesday of each month to collaborate, plan, and achieve program goals.
- School Staff - Site support specialists attend the regularly scheduled staff meetings at their school. This allows for collaboration and to ensure the after-school program is integrated with the school's instructional day.
- Expanded Learning Families - Through surveys, parent meetings, and daily interactions, Expanded Learning staff receive feedback from families regarding the Expanded Learning program, which provides data used for continuous adjustments as part of the CQI process.
- PTA/ English Learner Advisory Committee (ELAC) - Provides updated information on school programs and includes Expanded Learning as an important partner in the school culture and planning.
- Migrant Parent Advisory Committee (PAC) - Shares information on after-school opportunities with the Migrant Ed Program TOSA and Migrant Parent Advisory Committee, to ensure access, improve communications and get feedback from families.
- UC Davis Work Study Tutors - Provides qualified math and reading tutors to assist with students in small group instruction in grades K-6.

- Little Heroes- Provides physical fitness activities paired with SEL lessons to build team collaboration and leadership skills with students.
- UC Davis Citizen Science Center - Provides training and resources to front line staff to develop science during enrichment.
- Yolo County Office of Education (YCOE) - Provides technical assistance in areas of grant compliance, professional development, and program design.
- School Site Council and Wellness committees - Provide Expanded Learning information to sites and ensure alignment of program and the School Plan for Student Achievement.
- Robotify (coding), Legos for Education, and STEAM Clubs - Connects with the Expanded Learning programs to encourage and support student interest in STEAM activities and college and career readiness.
- 4-H - Provides leadership, community service, public speaking, and positive youth development skills.
- Bike Campaign- Provides training on bicycle safety, bike riding, and encourages students to ride to school.
- Sac State Work Study Program - Additional tutoring support for the program.
- Taller Arte Del Nuevo Amanecer (TANA) - Local organization that supports community activism and social justice through art. Connects with staff to discuss field trips or site visits.
- PBIS Teams - Communicates with the Expanded Learning programs the strategies each site uses to improve social, emotional, and academic outcomes.
- Cal Sac- Provides staff training to support SEL with physical activities/games.
- UC CalFresh Nutrition Education Program- Provides nutritional and recreation support/ Coordinated Approach to Child Health (CATCH) to Expanded Learning sites.
- United Way- Volunteers work with small groups in grades 1st-3rd using Book Nook read-to-succeed curriculum for reading intervention.
- AmeriCorps- Virtual volunteers work with 3rd grade students to provide math homework support.
- Yolo Farm to Fork- Assists programs with garden projects and agricultural curriculum, resulting in students having the opportunity to learn about where their food comes from.
- WJUSD school nurses/behavior analysts/youth development director - Supports through training and daily operations of programs.
- Region 3 System of Support- Provides technical assistance in areas of grant compliance, professional development, and program design/offerings.
- YMCA- Supports Zamora and Spring Lake with running their afterschool programs.
- Student Ambassador/Peer Tutor Program- Junior and Senior high school students work as ambassadors/peer tutors to support students and tutors in the afterschool program.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

In order to follow the Continuous Quality Improvement (CQI) process and assess, plan, and improve Expanded Learning programs, the following steps will be maintained:

1. Review of the End-of-Year Surveys and collaborator feedback (June-August)
2. Fall Community Engagement Meeting; Complete After School Assessment (October)
3. Create a CQI Plan along with collaborators and choose 1-2 focus standards (November)
4. Gather evidence of the CQI standards (September-June)
5. Reflection - Narrative summary update (January)
6. Spring Community Engagement Meeting, review fall assessment, and develop CQI plan (March)
7. End-of-Year Survey to all community members (May-June)
8. Reflect and score programs in all CQI areas (June)

To achieve program goals, each site monitors student progress throughout the year and makes adjustments as needed. Each school site reviews achievement data as they collaborate in data teams within their Professional Learning Communities (PLC's).

At the beginning of each year, ELO-P leadership conducts a meeting with the Site Support Specialists to review the CQI process. Each Site Support Specialist establishes a community engagement group from their site, who help with the year's CQI Process. These groups typically include students, tutors, community partners, families, site administration, and certificated and classified staff. Sites then collect data to help assess and evaluate their programs. The following data is collected: student and Expanded Learning staff surveys, program observations, and Site Support and Agency Partner questionnaires.

The data is reviewed by the Director of State and Federal Programs, Coordinator of Expanded Learning, Site Support Specialists, site principals, and Expanded Learning staff to evaluate program effectiveness. Students and families are also actively engaged in providing input for improvement. Modifications and adjustments are made to the program based on this evaluation. Evaluation is on-going throughout the year through collaborator feedback, attendance data, and other site level assessments. Collaboration with each student's teacher is used to provide feedback to Expanded Learning staff regarding student needs and successes. Teacher feedback and suggestions are incorporated to ensure the students are best supported in academic growth.

The goal for the Woodland Joint Unified School District's Expanded Learning programs is for all students to improve at least one band level on the annual California Assessment of Student Performance and Progress (CAASPP) assessments, along with the improvements in the areas of behavior, attendance, and homework completion.

Plans to improve the program:

- Continue to focus on academic growth in ELA and Math by tracking learner progress regularly, through teacher interventions, technology-based learning, and partnerships with the school day program.
- Expand the use of technology-based platforms to support regular day academic programs, including i-Ready and DreamBox in the After-School program.
- Design strategies in collaboration with classroom teachers to improve homework completion rates. Develop a system that includes incentives to students, daily homework completion monitoring, as well as a communication system with families on homework support at home.
- Encourage community input by providing opportunities to collaborate and obtain feedback.

11—Program Management

Describe the plan for program management.

To better support our mission and reach our goals, Expanded Learning staff are strategically trained on all aspects of the program including academic support and enrichment, social emotional, safety, and physical activity.

Expanded Learning Program Organizational Structure:

- Expanded Learning Tutors (VSA and WS) - Frontline staff are responsible for homework support for students in grades K-6. Tutors plan and oversee enrichment and recreation activities, provide snacks for students, monitor free play, provide lesson plans and feedback to site support specialists and families. Tutors meet daily with the Site Support Specialist and families.
- Site Support Specialists - Site Support Specialists plan and oversee the site program of academic, enrichment, and recreation activities; collaborate with principal and staff to support daily schedules, communications, and student behavior; meet regularly with principal, teachers, staff, and Coordinator of

Expanded Learning to plan and develop programs; meet daily with tutors, weekly with principal, and monthly with other Site Support Specialists; communicate via email, phone, two-way radio, and face-to-face meetings.

- Director of State and Federal Programs and Coordinator of Expanded Learning - Oversees district programs including budgets, attendance, training, staffing, and communication in all program areas; meets with principals and Site Support Specialists.
- District TOSAs - Oversees budget, attendance, CQI, and matching funds. Assist with professional development training and day-to-day support tasks.
- Intervention Instructors - Provides weekly instruction to selected students and/or classes, acts as liaison between instructional day staff and afterschool staff. Meets with Site Support Specialists as needed.
- Principals - Meets with site support specialists to review program plans and give updates; conveys school policies and procedures; conducts classroom walk-throughs; assists coordinators with classroom management techniques and school policies and procedures.
- Office Coordinators - Handle budgets, purchase orders, and supply orders for the Site Support Specialist.
- Administrative Clerk- Manages enrollment, Aeries tagging of students, student dismissal, and communication for the program.
- Classroom Teachers - Provides feedback on student work, student concerns, and daily routines; may provide academic intervention.
- School Nurses - Provides district training twice yearly, and site training as needed.
- Behavior Specialist - Provides feedback on student concerns. Also provides district training and new staff training as needed. Communication via email and meetings.
- Youth Development Director - Provides district training and new staff training as needed.
- Mental Health Specialist/Social Workers - Available during program time to provide activities and support students.
- Nutrition Services- Provides daily snacks during the school year; breakfast, lunch and snack during intersession.
- Maintenance and Operations- Provides custodial services and facility support.
- Human Resources- Provides employment and recruitment services
- Fiscal Services- Provides purchasing, payroll, and audit services.

The Business Office of WJUSD oversees and manages the operating budgets for the Expanded Learning programs. The District Expanded Learning leaders meet monthly with Site Support Specialists to review site budgets and financial activity reports. Budget compliance is monitored monthly to ensure that all monies are spent properly and timely. A WJUSD District Budget Analyst oversees the single, comprehensive fiscal accounting and reporting. The budget is dedicated primarily to ensuring adequate program staffing, academic support and enrichment materials and activities. Partnerships with community-based organizations and other vendors may be pursued. Remaining funds are used to purchase supplies for the program and to bring in enrichment programs for the students.

Intersession planning and staffing occurs three months in advance to the opening of intersession classes. Areas of focus such as student enrollment, nutrition, staffing and instructional team planning are held with various departments (Special Education, Food Service, Student Services, etc) to ensure there is cohesive support for students and staff during the 30 non-instructional intersession days. After each intersession, debriefing occurs within teams and departments to adjust and make improvements for the next intersession time in following the CQI process for the ELO-P program.

Attendance is taken daily at the beginning of the Expanded Learning program by Expanded Learning staff although daily attendance is not a requirement for participation. Sign-out sheets are housed in one location, specific to each program site. Families sign out their children daily. Attendance is managed at the site level and overseen at the district level by the district Coordinator and TOSA. Attendance is reviewed on a daily basis at the site level and monthly at the district level. Sign-out records are maintained at each site for five years. Families are given copies of the program rules and expectations, as this is reviewed at family orientation meetings.

The Expanded Learning Three year program plan will be posted online. Annually, the following members provide input for revisions: Director of State and Federal Programs, Coordinator of Expanded Learning, Principals, Expanded Learning Team Staff, Advisory Committee Members, Students, and Collaborative Partners. The site program plans will be reviewed by the Coordinator of Expanded Learning, TOSA of Expanded Learning and GATE Programs, Expanded Learning Site Support Specialist, Site Principal, and other site collaborators. The Expanded Learning staff will review and update site program plans along with the support of the Coordinator of Expanded Learning, District TOSA Expanded Learning & GATE Programs, and other Expanded Learning staff.

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.

Currently, ASES and ELO-P funds serve eleven TK-6th after-school programs. The two funding sources are used together to provide one single comprehensive program. ELO-P funding is used to expand program offerings to add after school programs at three non-ASES sites, 30 non-instructional days (9 hours at selected sites) and increase the enrollment at all sites with the goal of eliminating waiting lists through increasing staffing levels. WJUSD's goal is to create one cohesive program district wide.

This comprehensive program incorporates many of our after school program's best practices. These practices include using a single attendance system (AERIES), aligning the school day and after school safety plan, implementing PBIS, providing teacher-led academic intervention, coordinating the program to align with and support school day instruction, leading STEAM activity units, creating lasting enrichment opportunities for students, and building strong lasting relationships with community partners.

Morning Programs

Based on existing ASES funding, Dingle Elementary offers a morning program to provide students with academic enrichment and a safe environment. Morning service runs from 7:00 am to the start of school in order to help accommodate families' work schedules. Morning Programs will be developed at various sites beginning in years one and two of ELO-P program implementation, dependent upon staffing availability. Additionally, unduplicated student groups such as foster, English language learners, and income eligible students will be prioritized and taken into consideration when conducting a needs assessment.

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?

ELO-P uses tutors to provide supervision to TK/K students while leading instruction and enrichment activities. Staff are trained in supporting TK/K students in developing skills needed to be successful in school. Expanded learning staff coordinate with Kinder and TK Teachers and Para educators in meetings and attend training sessions that are applicable to early childhood education. Before and after school staff spend time shadowing in TK/K classes to understand daily operations and observe students to be better equipped to provide services during non-school hours.

Staff is hired to lower the ratio below 10:1 to serve transitional kindergarten and kindergarten. Recruitment of staff for TK/K staff began in August 2022 through EDJoin, Handshake, various postings of job availability, and word of mouth began in August 2022. Job postings are ongoing to meet enrollment needs.

Transitional Kindergarten and Kindergarten classrooms are utilized before, during, and after school programming. A summer bridge program is offered before the school year during non-instructional intersession days to provide students with a tour of the classroom and sites and include introductions and engagements with both expanded learning staff, teachers, and other school staff. Ongoing training throughout the school year is offered to all staff. Utilizing the district-approved and board-adopted core curriculum, supplementary programs will ensure that developmentally appropriate lessons are provided daily. Ongoing training will focus on the developmental and social emotional needs of children ages four and five. ELO-P staff will have access to Early Childhood Education staff as a direct support to children and families.

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.



Before & After School Programs with Tutor support	
Time	Sample Activity
7:30 AM - 8:30 AM	Check in, Enrichment, Breakfast
8:30 AM - 2:30 PM	Regular School Day
2:30 PM - 2:45 PM	Check-in Attendance, Snack, & Active Break/Restroom
2:45 PM - 3:35 PM	Academic Support (center rotation) Research based intervention (teacher led), DreamBox, Reading Plus, homework assistance
3:45 PM - 4:00 PM	Restroom/Active Break
4:00 PM - 5:00 PM	Enrichment Arts, Performing Arts, Coding, Sports (Little Heroes), Cooking, S.T.E.A.M, thematic projects
5:00 PM - 5:30 PM	Class Meeting/ Restroom/Pack up/ Transition
5:30 PM - 6:00 PM	Active Break/SPARK/Optimistic Close

Summer School & Intersession Sample Schedule	
Time	Sample Activity
8:00 AM - 8:30 AM	Check in, Enrichment, Breakfast
8:30 AM - 12:30 PM	Summer School Day
12:30 PM - 1:00 PM	Lunch
1:00 PM - 3:00 PM	Enrichment Camps
3:00 PM - 3:15 PM	Expanding Minds Check-in

	Attendance, Restroom Break, Classroom, Snack
3:15 PM - 3:45 PM	Enrichment rotation 1 Arts, crafts, performing arts, coding, Sports (Little Heroes), Cooking, S.T.E.A.M, thematic projects, team games
3:45 PM - 4:00 PM	Restroom/Active break
4:00 PM - 4:30 PM	Enrichment rotation 2 Arts, crafts, performing arts, coding, Sports (Little Heroes), Cooking, S.T.E.A.M, thematic projects, team games
4:30 PM - 4:45 PM	Restroom/Active break
4:45 PM - 5:00 PM	SPARK/Optimistic Close

Non-Instructional Day Sample Schedule	
Time	Sample Activity
8:00 AM - 8:30 AM	Check-in and Breakfast
8:30 AM - 9:30 AM	Team Building Group Activities
9:30 AM - 10:00 AM	Recreation Activity/Restroom
10:00 AM - 11:00 PM	Centers Intervention Reading Support, Math Support (i.e. Dream Box, reading)
11:00 - 12:15	Enrichment rotation 1 Arts, crafts, performing arts, coding, S.T.E.A.M, thematic projects, team games
12:15 - 12:45	Lunch/ Family Pick-up
12:45 - 1:15	Check in/ Recreation Activity
1:15 - 2:15	Team Building Group Activities
2:15 - 2:45	Recreation Activity/Restroom
2:45 - 3:45	Centers Intervention Reading Support, Math Support (i.e. Dream Box, reading)
3:45 - 4:45	Enrichment rotation 2 Arts, crafts, performing arts, coding, S.T.E.A.M, thematic projects, team games
4:45 - 5:00	Active Break/SPARK/Optimistic Close

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.