Expanded Learning Opportunities Program Plan Guide

Prepared by:
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Ocean Charter School
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This Program Plan Template Guide is required by California *Education Code* (*EC*) Section 46120(b)(2).

November 2024 template

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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

1. Ocean Charter School, 12870 Panama Street, Los Angeles, CA 90066
2.
3.
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5.
6.
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8.

Governing Board Approval Date:
December 7, 2023
Review/Revision Date:
November 5, 2026
Review/Revision Date:

Purpose

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

Definitions

"Expanded learning":

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

"Expanded Learning Opportunities":

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

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE’s guidance that this Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and publicly posted on the LEA’s website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Ocean Charter School offers expanded learning programs on site both after school and over school breaks. Providing opportunities on site minimizes negative impact on families and maximizes student support and safety. Ocean Charter School is located in a modern building on a fully secure campus in the Del Rey neighborhood of Los Angeles County. All visitors to campus are processed in the front office, away from students. The campus is designed in a way that children of mixed ages can be joined together, or they can be separated in similar age groups (e.g.: TK-K, 1st - 3rd, and 4th - 8th). OCS students participating in expanded learning are familiar with the site as well as the majority of staff from their traditional school day experiences on campus, which makes them feel safer since they are with trusted adults.

ELO-P staff receives professional development in student safety, first aid, and in conflict resolution at the start of every school year and during ongoing professional development sessions within the year. When incidents arise, our Safe School with Cool Tools protocols for deescalating, discussing, and resolving conflict are used. Incident reports are completed and shared with administration and parents as appropriate, as are injury reports. Maintenance of registration, including health records, is handled by the administrative school staff to maintain compliance. Allergies and medical conditions are then shared with the supervisory staff of ELO-P, and labeled, secure, and up to date medications, with authorization, are kept in the nurse station in the school office for student use as the doctor note for administration indicates.

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 OCS ELO-P team strives to create a culture of inclusion, empathy, and kindness. Staff holds high expectations for student behavior and implements a positive discipline approach with participants. The strives to both facilitate learning and to teach students self-regulation skills that will serve them in all areas of life. Significant time is dedicated to play, when children learn to navigate social interactions, including cooperative athletic games, board games, and free imaginative play. Frequent review of student expectations reinforces how to play safely and kindly, and adults hold calm, restorative conversations with students when there are disagreements so that they can reinforce values and teach ways to interact positively.

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.

After school programming for grades TK - 3 includes fine-motor activity time, such as drawing, crafting, and building with blocks; outdoor play-time/gross motor activity time; snack time; and library time. Programming from grades 4 - 8 follows the same model but also includes homework support time. Staff facilitate mixed-age learning groups to promote collaboration and enhance the social well-being of the student body. After school care is offered from the end of the school day until 6:00 p.m.

Expanded Learning programming during school breaks balances academic learning with social-emotional learning and physical activity. Daily programming, Monday - Friday, runs from 8:00 a.m. - 5:00 p.m. Students receive direct ELA and Math instruction for the first two hours of each day, with games, meals, and activities after that for the rest of the day. Camp includes crafting, cooperative games, athletics for the older students, cooking, water play, and weekly themes. Weekly themes ensure information presented to the children is not duplicated and remains engaging, including story, crafting, and play elements centered around each theme.

3—Skill Building

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

Aftercare offers play time, homework support time, nutrition/snack time, and library time. Play time includes board games to build skills such as turn taking, strategy development, and honesty. It also includes athletic games that are not otherwise offered during the instructional day, such as badminton and wiffle ball, so that students may apply the skill of object manipulation learned in their Movement class during the school day to a variety of accessible sports. During homework support time, students receive specialized attention to complete assignments, and staff support pupils with executive functioning and time management skills. At snack time, students practice eating and conversing while seated and then clean up the space once they are finished.

Academic teachers of the intersession learning programs implement daily and weekly ELA and Math assessments to help guide their instruction. Prior to the start of sessions, staff have access to student assessment data in order to best prepare differentiated lessons appropriate to the anticipated student body. During session, staff use informal assessments to make in-time adjustments to their activities and instruction based on student needs. Additionally, teachers assess students each week so that they can provide targeted instruction to attendees.

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.

At the start of every session, students receive instruction in staff expectations, and, when age appropriate, they are asked to be contributing members in creating agreements for behavior. Students are active in holding each other accountable for adhering to their shared agreements. When conflicts do arise in ELO-P, staff members facilitate direct communication between children using Safe Schools with Cool Tools strategies and language as well as the practice of restorative conversations.

At various points during the year, supplies for crafts and games need replenishing. When this is the case, student attendees are able to provide suggestions about materials they would like to work with more. Even the youngest of students have agency in voicing what materials they would like to explore, and staff do their best to design projects around students' input.

In addition, older students mentor younger students in crafts, games, cooking, and various other activities during intersession learning times. During aftercare, older students support younger students every day in small-group reading and drawing circles. Older students also facilitate good snack and clean-up behavior and lead games. Youth leaders are students with leadership capacities, as selected by their peers or session staff.

Finally, each day student "helpers" are selected and identified by special necklace tags. These helpers include ball monitors, snack helpers, game organizers, etc. These jobs empower the students to channel their energy positively, focus their leadership capacities for the good of the group, and develop teamwork and empathy.

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.

Daily snack is provided during aftercare and intersession programming, and universal

meals are offered during the full day programs provided at Ocean Charter School. Meals and snack follow nutritional guidelines and always include a dairy, grain, and fruit or vegetable. Vegetarian options are available to children whose family requests such. Children eat while seated in designated areas to promote healthy eating habits and social interaction. Ocean regularly serves on reusable trays and uses compostable utensils to promote environmental consciousness and to limit the environmental impact of the programs. At the conclusion of meal times, students are active partners in clearing the space for the following activities, including composting all food scraps and sweeping their eating area.

In addition to snack and meal times, portions of the day are designated for physical activity. These include free play for outdoor exploration and games, indoor and outdoor athletic games, and organized activities with supervisors, such as an obstacle course for the younger children or a sport game for the older ones. All games played are cooperative.

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.

Access to ELO-P is offered to all students. Students who are foster youth, experiencing homelessness, and/or are eligible for free or reduced lunch are given priority in the registration process. Students that qualify for free and reduced lunch participate at a free or reduced rate, based on a sliding scale. In addition to after school programming, Ocean Charter School provides thirty days of intersession programming. These fall within summer break and sometimes within breaks during the school year. The decision to hold programming during school breaks is based on family interest and need. If OCS holds ELO-P during school breaks other than summer, it is most often in February. This is connected to the school's commitment to providing accessible, safe, effective programming to all students, with diversity and equity in mind. Since this is not a typical week off of school in Los Angeles, OCS responds to families' need for a safe, supportive space for their children while our school is otherwise not in session.
Lastly, during all sessions, academic instruction is provided to leveled groups to deliver targeted instruction in ELA and math standards. For this reason, in addition to the priority registration given to foster youth, homeless youth, and those qualifying for free and reduced lunch, students receiving intervention support during the school year are prioritized for intersession programming enrollment.

7—Quality Staff

Staff Engagement

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

The majority of the aftercare staff at Ocean Charter School work at the school during the school day and then transition into supporting after school. This aspect of our program is significant because children remain connected to those who know them and their routines. For summer programming, all staff must apply, including current school staff, allowing for the program director to select a staff that can best cater to the children enrolled, with consideration of experience, diversity, and capacity for student engagement. As part of the application process, OCS vets the qualifications of applicants and the needs of students. Prior to the start of each program, staff receive training from the program director about communication with students, schedules and routines, conflict resolution, and maintaining a safe and enjoyable environment for students and one another. Follow-up meetings are held to address any questions or concerns and reinforce expectations. The longevity of our staff and consistency from the school day into afterschool and intersession programs has allowed for relationship building between students and staff, increasing understanding, safety, and care.

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)]).

For ELO-P staff, Ocean Charter School reviews each candidate's education, experience, and competencies for the position they are applying for. Experience working with children of a particular age group, Waldorf experience, approach to conflict resolution, ability to maintain organized and calm authority, and academic background are considered in the hiring process. Based on prior volunteer experience, former students and program participants are also eligible for employment.

All employees undergo mandatory health and safety screening. These include fingerprinting and background clearance, TB or TB risk assessment clearance, First Aid training, CPR training, AED training, Blood-borne Pathogens Handling training, Child Abuse/Mandated Reporting training, Suicide Prevention training, Sexual Harassment Prevention training, Childhood Sexual Assault Prevention training, and Bullying: Recognition and Response training.

The program maintains required qualified staff ratios by hiring staff at the start of every year based on a review of enrollment in the prior year and data-based projections. The ELO-P enrollment coordinator and school administration then review enrollment and attendance monthly to ensure that staff can meet student needs and enrollment counts. Based on this, adjustments are made. Adjustments can include hiring additional staff, moving staff from one group to another (TK/K, 1-3, 4-8) or shifting student groups to maintain appropriate ratios, calling in back-up qualified staff (teachers or substitutes), and/or limiting enrollment and opening a waitlist as needed. For quality and consistency, enrollment is only offered in advance and on a monthly basis for after school programming and on a weekly basis for intersession programming so that program coordinators can plan appropriately for staffing. For day-to-day interruptions, OCS maintains a connection with a substitute service, which staff members are expected to contact and book coverage from in the event of their individual absence.

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 participate in training at the start of each school year and then throughout the year to ensure they are following protocols and developing their skills to work with students. As part of onboarding and every year thereafter, staff review school procedures and protocols and complete health and safety trainings in First Aid, CPR, AED, Blood-borne Pathogens Handling, Child Abuse/Mandated Reporting, Suicide Prevention, Sexual Harassment Prevention, Childhood Sexual Assault Prevention, and Recognition and Response to Bullying. At the start of the year, and during mid-year training sessions, professional development on the school's shared Safe School Language with "Cool Tools" is reviewed to help ensure that all faculty, staff, personnel, and ultimately students are familiar with tools and strategies for deescalating and resolving conflicts. These tools empower students to create a respectful, communicative environment throughout the school day and into ELO-P. During training time, ELO-P staff also participate in Restorative Conversation and Council Circle training, in Waldorf based training in the arts, and procedural training specific to ELO-P, all of which assist them in running a smooth, aligned program. Finally, as available throughout the year, staff are also encouraged to join Waldorf conferences and other trainings offered on site, such as the annual Waldorf Alliance Conference and the yearly summer institute teacher training.

8—Clear Vision, Mission, and Purpose

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

Ocean Charter School's Expanded Learning Opportunities are developed with the whole child in mind. ELO-P modules provide a safe space for children to develop through fine and gross motor activities; nutritious meals; academic support in small groups; and social emotional learning support. Academic instruction is provided by trained teachers and their support staff. Staff members are placed to run certain age groups and activities according to their qualifications. The program is committed to educating the head, heart, and hands of its pupils.

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.

OCS welcomes parent and student feedback throughout the year. At the start of the year, Ocean Charter School hosts an annual Ice Cream Social to introduce all families to our staff. Parents are encouraged to practice direct communication with the

program lead and program coordinator. When feedback is given, Ocean Charter works to accommodate special requests of families coordinating their students' enrollment in multiple programs and voicing the needs of participants. As a result of parent and student feedback, for example, OCS has shifted snacks on longer program days (Wednesdays). In addition to the universal lunch provided on Wednesdays (our school's short day), we now offer a "light meal" as the snack option on this day during ELO-P. OCS also replenishes crafting and game supplies with input from student participants. Suggestions are made through one to one communication, by email, or through family surveys, which are reviewed by ELO-P coordinating staff.

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.

Ocean Charter School partners with Loyola Marymount University to support students participating in ELO Programming. Undergraduate students implement study skills sessions with enrollees, providing one-to-one and small group academic support as well as small group social support for students in ELO-P. In addition, graduate students in the Loyola Marymount University Family Therapy and Art Therapy counseling program occasionally work directly with Ocean Charter School students, under the supervision of a trained therapist lead. Our partnership with this local university supports students in providing them quality care and more individualized attention, and it diversifies the mentors supporting the ELO-P student population.

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.

To continually improve ELO-P intersession and afterschool programs, OCS staff use a variety of data points to help them develop daily programming with intention. OCS ELO programming is run on-site and by school staff members, the majority of whom work on campus throughout the school day. This has been the keystone in meeting needs of students; staff know the children on an individual basis and can design programming with the social and academic needs in mind. They are able to consistently review school day behavior reports, receive teacher and office staff input, track formal assessment data, and observe students' peer to peer interactions to inform program management. The ELO-P Program Coordinator then consistently reviews routines and activities within the program to ensure that they are engaging,

inclusive, developmentally appropriate, and meeting the needs of the students at that time of the year. For intersession programming, academic lessons are developed by the school's intervention team based on the most recent assessment (NWEA Map Growth ELA and Math) data collected. This allows lessons to be targeted for the needs of participants. Social lessons, crafts, and other activities are developed with student interest in mind and based on informal input from students and parents; daily check-ins between staff and the program coordinator; and survey results from families, all taken into consideration for adjusting the program to meet current needs.

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.

Policies and Procedures are explained on the digital enrollment form created for each program. An example enrollment form is linked here: https://oceancs.jotform.com/261895957681983

Parents follow a registration link to enroll into the selected program. This initiates their child's spot in the program becoming secured. Invoices are created based on the information parents provide. FRL status is confirmed through their meal application. Once that is determined, invoices are emailed to families on a monthly basis and rosters are created. Daily attendance is then tracked by onsite supervising staff during ELO-P. Physical attendance sheets are provided back to the ELO-P coordinator for filing and record keeping. Monthly consolidation of funds are then tracked by the business office, as are expenses.

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?

The OCS ELO-P budget is designed based on previous year's expenses and enrollment numbers. It is then adjusted to meet current enrollment numbers. In this adjustment, OCS ensure that required ratios are met, adequate supplies are provided, and the needs of enrolled students are considered. Programming provides childcare at free or reduced rates based on income status. As a result of parent feedback, families are given multiple plan options to fit their family needs, including days of the week and pick-up times.

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

The LEA ensures the proper implementation of the above requirements through regular review of program operations by multiple employees. Enrollment and registration records and attendance documentation are maintained and reviewed monthly to ensure accurate program records. Program staff are trained in and follow established procedures for attendance tracking. Program expenditures are reviewed monthly to be sure they are reasonable, necessary, and allowable. The administration team meets with frequency to discuss and ensure all policies and procedures are being followed.

[1] (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

[2] (California School Accounting Manual (CSAM) Procedure 905; Education Code (*EC*) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

[3] (*EC* 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

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?

Ocean Charter School has ongoing recruitment. The school offers staff both initial and ongoing training on the developmental stage of the children they work with. For the Early Childhood staff, this training includes but is not limited to observing and/or work in TK and K classrooms under the supervision of lead teachers. Additional staff are hired as needed to maintain the required ratio of 10:1. The curriculum of all programming is designed for the age group it serves. The TK and Kindergarten program is play based, granting ample opportunities for peer interactions, imaginative play, outdoor play, and gross and fine motor activities. All TK/K programming follows a healthy rhythm and strict routines, supporting the children in building independence and confidence as they become students.

Staff development: two to five days prior to the start of school; one to three days within the school year; additional whole group and individual meetings (formal and informal) throughout the year.

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?

All communication to families is provided through mass distribution school newsletters. Programming information and enrollment processes are sent prior to open enrollment, during open enrollment, and throughout the year. Intersession program information includes the schedule of the day as well as weekly themes and projects. Information is provided on the school website in multiple languages. School staff provides one to one translation and registration support as needed, to the best of their ability. To register for an ELO program, parents follow a provided registration link to enroll. A digital signature is collected, and form responses go directly to the business office and ELO-P enrollment coordinator. The business office maintains digital enrollment forms, which are then provided to the enrollment coordinator for processing and tracking purposes. When necessary, priority for enrollment is given to students eligible for free and reduced status, homeless and foster youth, and English Learners. Transportation is not provided through ELO-P as programming is offered on site.

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.

N/A

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.

Please find the fee schedule, description of fee structure, and a sample sliding scale (we update the sliding scale based on income eligibility guidelines) at the provided example registration link: https://oceancs.jotform.com/261895957681983

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.**

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 no schooldays, 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.