

Expanded Learning Opportunities Program Plan



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

The plan was approved by Elk Grove Unified School District's Board of Education on May 17, 2022. Plans must be approved by the Board every three years.

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Elk Grove 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.

Anna Kirchgater Elementary

Elitha Donner Elementary

Arlene Hein Elementary

Elk Grove Elementary

Arnold Adreani Elementary

Ellen Feickert Elementary

Arthur C. Butler Elementary

Elliott Ranch Elementary

Barbara Comstock Morse Elementary

Florence Markofer Elementary

C. W. Dillard Elementary

Florin Elementary

Carroll Elementary

Foulks Ranch Elementary

Charles E. Mack Elementary

Franklin Elementary

Cosumnes River Elementary

Helen Carr Castello Elementary

David Reese Elementary

Herman Leimbach Elementary

Edna Batey Elementary

Irene B. West Elementary

Isabelle Jackson Elementary

Prairie Elementary

James A. McKee Elementary

Raymond Case Elementary

Jessie Baker

Robert J. Fite Elementary

John Ehrhardt Elementary

Robert J. McGarvey Elementary

John Reith Elementary

Roy Herburger Elementary

Joseph Sims Elementary

Samuel Kennedy Elementary

Maeola E. Beitzel Elementary

Sierra-Enterprise Elementary

Marion Mix Elementary

Stone Lake Elementary

Mary Tsukamoto Elementary

Sunrise Elementary

Miwok Village Elementary

Union House Elementary

Pleasant Grove Elementary

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

All Elk Grove Unified School District (EGUSD) Expanded Learning Programs will take place entirely on District school campuses. EGUSD is committed to providing all students an equitable opportunity to learn in a culturally responsive, physically and emotionally safe environment. The District emphasizes safety both during and outside of the instructional day through closed campuses, campus supervisors, and structured activities that keep students participating in school. EGUSD maintains a visible and accessible overview of safety information and practices on its website. These include school safety plans, fingerprinting policies, and information about the Safe Routes to School program. The District's

Expanded Learning Opportunities Programs (ELO-P) sites create a safe environment for students through training, resources, and practices for staff that align with the instructional day. EGUSD trains all ELO-P staff at twice-monthly staff meetings on safety topics including first aid and Epi-pen administration; fire, earthquake, and intruder drill procedures; classroom management; and Positive Behavioral Interventions and Supports (PBIS). EGUSD also offers staff full-day certification classes for Mental Health First Aid and Non-Violent Crisis Prevention and Intervention. Resources for staff include emergency guidelines posted in every classroom during regular and expanded day; handbooks located on each staff cart that outline emergency procedures; digital and print copies of EGUSD's Multi-Tiered System of Support (MTSS) guide; and radio handsets with access to emergency channels for each staff member to enable rapid communication across campus. ELO-P follow the same safety practices as the regular day by administering monthly fire drills and quarterly earthquake and intruder drills. EGUSD implements a coding system that records each student's location quickly, identifies students as accounted for or missing, and enables the program to calculate the drill's time of completion to measure speed as assessment for monthly improvement. The District has installed additional lighting as identified by site needs to ensure students have well-lit access to the whole campus. Students' physical safety is ensured through vigilant and constant supervision and oversight across campus. Staff at all levels wear EGUSD badges and shirts that visibly identify their roles. A staff member monitors phone lines, greets campus visitors, and verifies their campus access. All visitors must enter through gated campuses and obtain clearance at a visitor station to receive a visitor badge before accessing campus. Staff take daily attendance within the first 5 minutes to identify absent students. If these students attended the regular day, staff call parents using contact information taken from student registration forms located in each school office and on the electronic Student Information System to verify the authorized absence from the Expanded Learning Opportunities Program. At the end of each program day, parents or authorized designees must sign out students, and a minimum of 2 staff members greet them, check identification, and re-verify authorization for unfamiliar designees. Any incidents or injuries are thoroughly documented, including witness statements, using the Student Incident Form and reported to District Administrators within 1 hour of the incident. Family members and appropriate emergency response and district personnel are contacted immediately by phone or emergency radio. All communication and response times are logged and reviewed for possible improvement.

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.

Based on our community needs assessment, EGUSD formed core goals for the Expanded Learning Opportunities Programs: 1) to create a stable and responsive environment for youth with diverse needs where they can develop social competencies, personal resilience and school readiness, and 2) to engage students through relevant, purposeful knowledge and experiential learning opportunities. Families' priorities include providing physical activity; homework assistance; opportunities for reading, writing, and STEAM learning; culturally relevant enrichment; and meals. In October 2021, EGUSD surveyed families to determine pandemic-related needs. The top three requests included additional opportunities for 1) social, emotional, or behavioral skill development (79%); 2) academic support and

intervention (78%); and 3) sports and physical activity (78%). We select wellness activities centered on physical fitness, healthy food choices, self-care, and positive behavior practices. Elementary students practice yoga, mindfulness, and meditation; and regular day teachers report seeing students employ these stress management strategies during standardized testing. At several sites, our community partner PRO Youth and Families provides community-based engagement opportunities that follow a youth-led, project-based curriculum. Social initiative projects include finding healthy alternatives to sugar-loaded beverages or mapping local food deserts. Enrichment activities develop mental health awareness by discussing feelings, learning to recognize stressors, and reducing stigma around asking for support. All ELO-P give students access to visual and performing arts activities such as dance, theater, band, and visual arts. Academic-based activities include Capital Region Engineering, Science, & Technology (CREST), which fosters collaboration and decision-making through hands-on, common-core-aligned STEAM competitions held at local high schools or virtually.

EGUSD's ELO-P activities align with the five Learning in Afterschool and Summer principles: 1) learning is collaborative, 2) learning is active, 3) learning expands horizons, 4) learning supports mastery, and 5) learning is meaningful. To maximize academic achievement and student success, we follow research-based recommendations. These include providing opportunities for skill-building; motivating students through relevant topics; and enhancing learning activities using fun, interesting and creative methods supplemented by educational skills training (Kauh, 2010). Students receive caring adult help with academic subjects, a support which may not be available at home during the hours after school. Daily literacy instruction, English language practicum, and dedicated time for supported homework completion are available on all campuses. ELO-P staff draw from District assessment data including English Learner status, fluency scores, phonics assessments and standardized test scores to determine student learning groups based on targeted academic needs. Students who struggle to meet monthly academic goals set by the regular day program receive small-group or individual subject-based tutoring from credentialed teachers. High-performing students ready to be challenged further participate in accelerated classes and group projects. Study sessions take place in instructional day classrooms to maintain instructional consistency with classroom teachers' assignments, expectations and practices. Project-based learning contributes to student achievement, and program activities emphasize this method. For instance, STEAM lessons focus on real-world engineering design. Our partner, PRO Youth and Families works with students to develop academic enablers that support critical thinking, growth mindset, and curiosity for learning.

We rely on student input along with methodical assessment of site strategies and regular day practices to provide relevant programming and meet students' needs. These approaches follow two afterschool policy recommendations: 1) solicit feedback from students to determine future programming and increase youth investment in the program, and 2) use a systematic approach to program evaluation to ensure responsive change. We invite all ELO-P students to complete interest surveys to guide future enrichment offerings, and each term students submit preferred enrichment schedules. Family Advisory Groups and student focus groups provide input as a component of the Continuous Quality Improvement process. Student Advisory Councils raise concerns and present ideas for program improvement. For example, students at one site after school program voiced concerns about pre-portioned meals. EGUSD Food and Nutrition Services responded by piloting an "Offer vs. Serve" program at all sites where youth choose from healthy options rather than receive a predetermined meal. Subsequently, all programs moved to the "Offer" menu based on student feedback. At elementary sites, site coordinators participate in Cooperative Team Meetings that include site administrators, classroom teachers, intervention teachers and school psychologists. These teams discuss individual student needs and determine strategies for intervention. Coordinators use this information to design flexible student grouping. Instructional Coaches who support regular day staff

also support ELO-P staff through professional development and consultation. Our program uses EL data, bilingual teaching associates, and credentialed teachers to design lessons that support English learners. These processes determine areas for program growth and ongoing training, resource development and other site needs.

3—Skill Building

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

Learning and Innovation; Life and Career; Information, Media and Technology: These core 21st century skills and the activities, instructional techniques, and inquiry-based projects that foster them are the heart of EGUSD's Expanded Learning Opportunities Program. Learning and innovation skills include critical thinking, communication, collaboration and creativity, which are practiced and nurtured throughout all program activities. Inquiry-based learning projects foster critical thinking skills by demonstrating how problem-solving includes multiple plausible solutions. Failure, resilience, and risk-taking become part of the learning process along the path to success. Site staff explicitly teach self-management and social emotional competencies to elementary students through implementation of PBIS behavioral expectations and the use of research-based curriculum such as Second Step. Students develop collaboration skills through group classroom projects and service learning opportunities. Support from bilingual teaching associates and trained staff provide meaningful opportunities for structured student interaction and active engagement strategies, which offer all students including English learners additional experiences to develop language and pro-social skills. Program activities and events emphasize community-centered issues, such as opportunities to mitigate the impact of the COVID-19 pandemic; activities to reduce bullying; and prevention of tobacco, drug and alcohol use. EGUSD's ELO-P also fosters creativity and sequential learning. In partnership with community partners, elementary sites offer programming that promotes imaginative learning and creative play through pretend and make-believe scenarios. Through arts and crafts, storytelling, and role play, students express creativity and gain a sense of mastery. Students explore interdisciplinary, inquiry-based learning such as addressing food access by building a school garden. Students might plant seeds, grow tomatoes, and make salsa or vegetable-infused water, sequencing the hands-on activities with the growing cycles of the garden. Our ELO-P also supports the development of life and career skills including financial literacy and career exploration. To spark interest in a range of career options, EGUSD high school students enrolled in Career Academy and Pathway courses use hands-on methods to showcase program equipment and skills to ELO-P students at feeder elementary schools. Topics include robotics, culinary arts, health technology, fire science, and digital media studies. All students have Chromebooks for classroom use after school. Information, media and communication technology skills are supported through staff trained in code.org and Google Suite, which provides opportunities to develop computer coding skills and collaboration via an electronic real-time format. Our program also incorporates interdisciplinary literacies into skill-based learning. Site staff encourage health literacy and self care by teaching strategies for maintaining a nutritious diet and building exercise into an active lifestyle. Elementary students develop environmental literacy through Nature Bowl in which they learn about ecosystems, conservation, and preservation. In Water Wizards they learn about the properties of water and develop a service learning project related to water in their communities. All students have opportunities to develop cultural literacy and global awareness through program activities that educate students about

linguistic, religious and cultural practices that may differ from their own.

4—Youth Voice and Leadership

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

The first priority with our program is creating a welcoming space where youth feel connected as well as emotionally and physically safe. This foundation is critical for students to engage in a program where they can learn, grow, and thrive. Research shows that when students lack social-emotional competencies and become less connected to school as they progress from elementary to middle to high school, their disconnection has a negative impact on their academic success, social behavior and overall health (Durlak et al., 2011). Research also indicates that when after school programs empower youth with responsibilities and provide leadership opportunities, students are more invested in and responsive to the program (Kauh, 2010). Threaded throughout all EGUSD after school programming are the three best practices known to support resiliency: caring relationships with adult role models, high expectations, and opportunities for meaningful engagement. Program sites will have a Student Leadership Team. The Leadership Team gathers input from student participants through polls, interviews and surveys; serves as ambassadors to the program for visiting guests; and assumes additional leadership roles such as making school-wide announcements and introducing special guest presenters. Leadership Teams also ensure an input box is available to students to share suggestions anytime. Sites working with PRO Youth and Families, will also create site-level Student Advisory Councils where students can contribute ideas and recommendations. These groups, open to all students, will be facilitated by PRO and ELO-P staff and will ensure that young people are engaged and interested in relevant program offerings. This leadership opportunity will give participants a visible platform for student input along with experience in research, design, implementation and evaluation of projects. Students will be able to provide feedback on and make suggestions for program development. They may also present to the site's EL Advisory Committee, School Site Council, or other stakeholders about preferred program offerings and community events supported by the program. Both the Leadership Teams and Student Advisory Councils will have a dedicated meeting space on campus. The Leadership Teams at current after school program sites have already successfully advocated for the creation of a Spirit Squad and an Olympic-style competition as well as track & field and soccer teams. Through partnership with the District's Youth Development Office for conflict resolution, ELO-P staff members are trained through high quality district professional development to facilitate community circles and class meetings that enable all students to air concerns and work collaboratively to find solutions. Older students are trained by site administrators and regular day teachers who work after school to serve as peer-to-peer conflict managers. These students learn to use problem solving skills to mediate and resolve conflicts between peers. Conflict managers learn through a series of lessons and role playing activities to facilitate the use of "I" statements, identify elements of a conflict and create possible and reasonable solutions. They encourage students involved in the conflict to recognize each other's feelings and resolve the situation through a solution acceptable to all. If all parties cannot agree, a staff member assists with the conflict resolution. Student surveys and student leadership input that highlights students' interests, coupled with community needs identified by our stakeholders, drive the program's academic courses and

enrichment activities. Based on October 2021 family surveys, additional opportunities for social, emotional, and behavioral skill development, as well as sports/physical activity and opportunities for student leadership development, are particularly desired. Courses and activities vary throughout the year to give each student multiple opportunities to explore a range of interests. Students at all grade levels will have the opportunity to choose preferred enrichment activities from term offerings. For grades TK-2, site staff demonstrate each offering prior to students' ranking of preferences so each student can make an informed decision. Students in higher grades are given a list of offerings with brief descriptions and have the opportunity to ask questions and clarify unfamiliar terms before listing their preferences. At the elementary sites, student leadership opportunities may include Leadership Team, Spirit Squad, or Community Service Team. Each group has a unique role. The Leadership Team elicits input from students and provides feedback to staff regarding program development, enrichment offerings, and ways to expand and improve the program. The Spirit Squad may plan a talent show for fellow students or design posters to encourage enthusiasm for school events. The Community Service Team may organize fundraisers for student-selected causes. Examples include food bank donations, blankets for shelter animals, Share-a-Sole shoe drives, card design for ill children at UC Davis hospital or support for specific community needs as they arise. Water Wizards is another program activity that offers students leadership opportunities and addresses real world problems. Our community partners celebrate student voice and view youth as collaborative partners in after school programming. The ELO-P staff are trained on setting expectations, facilitating student transitions, redirecting behavior, praise-correct-praise, and pre-framing. Examples of student-centered learning include programming where staff model for students, and students model the expectations. Positive youth development is fundamental to our program as it recognizes young people as responsible and engaged citizens. Woven throughout conflict resolution and mentoring activities are the key concepts of social emotional competence and leadership. Youth receive opportunities to practice social emotional skills such as empathy development, responsible decision making and social awareness.

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 Afterschool Alliance's "America After 3PM Special Report" (2016) notes that children living in communities of concentrated poverty face increased health and behavior issues including asthma, diabetes, stress and depression. COVID-19 has exacerbated these disparities. After school programs create spaces where youth can access the essential resources of physical activity and nutritious foods, factors determined highly important to parents in these communities. These resources are particularly important to the school communities served by the ELO-P, who have suffered disproportionately greater losses during the pandemic. Food insecurity and higher rates of Covid in the community based on structural inequities are higher than county and state averages. Our program follows EGUSD's Healthy Body, Healthy Mind, Healthy Learning initiative, which promotes healthy eating and physical activity as integral to student learning. It also establishes a district-wide framework for nutritional practices and physical activities. The EGUSD Board-adopted wellness plan recognizes the link between student health and learning. It tasks the District with providing students a comprehensive program

promoting healthy eating and physical activity as well as opportunities for developing their social, emotional, and psychological well being. The Wellness Advisory Committee assumes responsibility for implementing and reviewing 8 components that overlap with the eleven standards recommended by the National AfterSchool Association's healthy eating and physical activity (HEPA) standards. Expanded Learning Opportunity Program activities and healthy practices adhere to each component in the following ways: 1) Health Education: all K-12 students receive nutrition education in both regular day curriculum and expanded learning programs. 2) Physical Education: all K-12 students receive opportunities for moderate to vigorous activity in regular day and ELO-P. 3) Health Services: all regular day health screenings and referrals including dental and vision are available in ELO-P. 4) Nutrition Services: EGUSD provides access to a variety of nutritious and appealing snacks and meals that meet USDA guidelines and accommodate the health and nutrition needs of all students including in ELO-P. 5) Mental Health and Social Services: all regular day interventions, assessments, and psychological and counseling services are available to students in ELO-P. 6) Healthy and Safe School Environment: staff are responsible for implementing PBIS plans to eliminate or reduce high risk behaviors, bullying and stress at school sites. Students learn about germ transmission and follow the district's COVID-19 Safety Plan guidance for Healthy Hygiene Practice, including frequent handwashing or using hand sanitizer as a back-up. 7) Health Promotion for Staff: all ELO-P staff receive professional development to model healthy food choices around students. 8) Family and Community Involvement: EGUSD disseminates health information to families through bilingual handouts, district and school websites, and other forms of communication to encourage consistent health messages between the school and home. Our ELO-P teaches students about the importance of healthy food choices and regular physical movement alongside direct instruction on growth mindset, which empowers them to focus on effort and resilience to overcome challenges. Our community partnerships ensure our students have opportunities for meaningful social emotional learning. ELO-P incorporate PBIS strategies to model prosocial behaviors, develop strong relationships, and support elementary students in building self-awareness. PRO Youth and Families staff are certified in Love Notes curriculum which supports youth in developing knowledge and skills to support healthy relationships and develop protective factors and Mind Matters curriculum, which supports youth in healing from Adverse Childhood Experience and learning how to regulate emotional responses.

Using the National Afterschool Association's Healthy Eating and Physical Activity (HEPA) standards as a guide, our program provides a positive social environment using evidence-based materials that encourage students to enjoy healthy foods and participate in physical activities. EGUSD's ELO-P are committed to addressing health disparities and promoting health equity in our communities. Building upon the District's Board-adopted Wellness Policy, ELO-P create healthy eating and active living environments in which students can make positive choices through sequential standards-based nutrition education and moderate to vigorous daily physical activity. EGUSD also partners with the California Afterschool Network's Whole Child Health and Wellness Collaborative (CAN) and has responded to their call to action. Site coordinators have worked collaboratively to deepen their understanding of the CAN's Statement of Strategic Direction to build a sense of urgency for supporting staff in developing a program with equitable whole child wellness as a guidepost. "Strategies include providing "critical services and supports for youth and families identified by them in the communities where they live during hours when they can access them," (CAN, 2021). Examples at EGUSD include staff-led movement classes, which lead stretch breaks and meditation. In culinary classes, students learn to read food labels and prepare simple meals. These align with Harvest of the Month, a regular-day California Dept. of Public Health initiative in Title I schools to support healthy lifestyle habits through increased access to fruits and vegetables. We offer Tasting Classes that highlight new flavors, and CSS provides multilingual handouts in English, Spanish, Vietnamese and Hmong with

healthy lifestyle tips and easy recipe modifications. Our summer programs partner with Jr. Chef Central, which teaches low-income youth how to cook. In addition to hands-on practice, students receive recipes and nutrition information to share with families for replicating strategies at home. Culinary professionals work with students who have varying dietary restrictions and levels of ability. Jr. Chef also provides hands-on cooking experiences to EGUSD elementary students through regular day assemblies. The physical activities in our program offer inclusive performing arts like Step Club, ZUMBA, Hip Hop and the student-initiated Spirit Squad. We work with Coaching Alliance to offer professional development on providing quality physical activity enrichment focused on character development and leadership growth alongside sports instruction. In addition to acquiring athletic skills, students learn the importance of sportsmanship, peer encouragement, respect for rules and personal accountability. Outcomes include reduction of student behavior referral rates. Many of our wellness activities illustrate how physical activity, growth mindedness, mental health and nutritious eating overlap. Skillastics, a Common Core-aligned fitness game, integrates STEM and pro-social competencies—such as collaboration and problem-solving—with physical activity. In teams, students of multiple ages and varying physical abilities collaborate to further the game’s progression. Garden Club is offered to all grade levels and integrates the three elements: pulling weeds and raking requires physical exertion; working quietly outdoors and breathing fresh air supports emotional wellbeing; and eating school-grown produce promotes healthy eating practices. One student illustrated this activity's success by sharing, "it is a place where I can be calm."

EGSUD’s ELO-P staff handbook includes policies that expect staff to model healthy behaviors and participate in physical activities alongside students. Staff are not allowed to bring sugar-based beverages or snacks into the program. Meal service is provided by EGUSD's Food and Nutrition Services Department and meets school meal health guidelines. During meal service, staff discuss nutrition with students and encourage them to try new vegetables.

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.

The After School Alliance (2016) concluded that many parents living in communities of concentrated poverty do not enroll children in after school programs because they hold negative perceptions of these programs in general. Concerns about health following the COVID-19 pandemic have exacerbated program hesitancy for some families. We aim to learn about any cultural or community perceptions that might deter enrollment. With improved cultural competency on this subject, EGUSD can devise a more targeted outreach effort to families in our service areas. Information about the ELO-program offered is distributed to target families 1) when registering a new foster student, 2) if the school site becomes aware that a family is experiencing homelessness, 3) included with ELPAC testing results, or 4) upon the District's receipt of a qualifying Free & Reduced Price Meal application. The flier highlights that the program will take place at a local school site and includes information about transportation options if the school site is a site other than the student's home school location. Additionally, multilingual information sheets will be available in the school office year-round and can be distributed electronically. Families will be invited to attend informational meetings each year via fliers sent home

with students, invitations in school newsletters and automated pre-recorded calls. These meetings will be held virtually as needed. Interpretation services will be available at meetings. Bilingual teaching associates will share information about the program with families in their languages of origin. The special education team may give information to families at Individualized Education Plan meetings. EGUSD's FACE department has collected extensive data to determine communication preferences for each school community. Overwhelmingly, parents at sites served by our program have reported preferences for face-to-face (including video conferencing) or phone and text contact. We offer virtual meetings with families, and if they provide cell numbers, text messaging is also used to communicate information and important dates regarding programs. EGUSD purchased Talking Points software to support multilingual communication via text in over 100 languages.

One of EGUSD's ELO-P goals is to create a stable and responsive environment for youth with diverse needs. To accomplish this goal of creating equitable access and closing the opportunity gap, our program actively invites diverse student participation and uses research recommendations to reach a broad network of students. Foster youth and students experiencing homelessness receive priority registration for program participation. Special education case managers recruit students who would likely benefit from the program through contact with families and IEP teams. EGUSD has LGBTQ+ district-wide student alliances, and ELO-P staff directly reach out to students who participate. Bilingual teaching associates share information in multiple languages with families of English Learners during meetings about district-wide EL resources. EGUSD also uses Talking Points, a communication software that offers immediate translation via text in over 100 languages. Regular day teachers share program information at Back-to-School nights and parent conferences, which are virtual as needed. Studies show that one of the most successful recruitment methods for expanded learning programs is to use peer networks. EGUSD recruits and retains students through positive reinforcement and rewards, which function as incentives for students to participate in ELO programs that showcase student abilities that might be obscured during the regular day. PBIS uses an incentive based system in which students earn tickets for demonstrating desired behaviors.

One of the ways that EGUSD's ELO-P strives to reach its goal of engaging students through relevant, purposeful knowledge that helps eliminate social and educational disparities is to include accessible opportunities for students to learn about social and cultural differences. Diversity encompasses not only demographic characteristics such as race and gender but also life experiences including poverty, discrimination, and family instability. Exposure to linguistic, religious, and gender differences alongside cultural practices and key community issues educates students about life experiences different from their own. This kind of exposure and opportunity to take pride in one's unique background leads to increased self-esteem, consideration for others, and cultural competency. The first ingredient for a successful multicultural program is the staff's knowledge of diverse cultures. One proven strategy is to offer a relevant program whose staff are role models for participants. When staff share similar life experiences and cultural knowledge with participants, students feel that they can relate to these adults and tend to build trusting relationships with them (Kauh, 2010). Program staff reflect the cultural diversity of the student population. Many expanded learning staff are bilingual, and others have specialized enrichment skills that align with the diverse interests of the students served. EGUSD hires staff who provide a nurturing environment following the motto, "connect before you direct." Empowering participants by respecting their input, trusting them with leadership responsibilities, and holding them to high expectations are all part of the staff commitment to the program and their students. Our collaborative partners abide by administrative policies and practices for recruiting and retaining staff that represent the diverse populations served. Staff must demonstrate extensive experience and knowledge in working with various populations prior to entering the field. EGUSD and our community partners incorporate cultural competency training into staff meetings and professional

development offerings. EGUSD is also actively developing a district recruitment plan to attract a wide range of eligible applicants for teaching and student support positions. The goal is to encourage candidates' interest in the District, including those from underrepresented populations. All of EGUSD's ELO-P staff are invited to join EGUSD's Equity Coalition facilitated through the Educational Equity department. In addition, they receive training on cultural and linguistic competency through professional development opportunities such as "Supporting Youth Equity Advocacy Development" and "#EngageMe," which explores tools for staff on enhancing engagement with students and families. Our staff also prioritize learning about individual students' backgrounds and the beliefs, values, customs, and foods of the populations represented in our community. Sites host multicultural events, and many ELO-P staff are trained by the Parent Teacher Home Visit program, a national nonprofit that partners with school districts to provide an evidence-based, non-punitive strategy of home visits that catalyze real relationships between home and school. Through participation in the program, staff learn about students' lives outside of school and build positive relationships with families. During the pandemic, PTHV also began offering Bridge Visit training, a virtual alternative to in-person visits. EGUSD has an in-house training team established with the capacity to train all staff at Title I elementary schools. EGUSD encourages staff to develop units that speak to student interests and cultural backgrounds and to include texts that reflect the community diversity. Staff encourage students to research and document life in their homes and communities and incorporate relevant popular culture—music, dance, film and games—into learning activities.

The accessibility and relevance of Expanded Learning Programs are essential to supporting students with diverse needs and eliminating inequalities that might otherwise prevent students from participating in the program. Our ELO Program provides targeted academic intervention for English learners (ELs). Bilingual teaching associates are available to work with students and their families. They are trained to use research-based strategies such as language frames, think-pair-share, and total physical response for structured student interaction and engagement in all EL contexts. During homework time, our program provides classes dedicated to students working to build their English language skills or structured interventions for long-term language learners. Program staff also work to bridge language barriers by reducing colloquial speech and emphasizing academic language. Our ELO Program is aligned with the instructional day to ensure that students with behavior plans or individualized education plans receive the same level of support in both places. We have developed expanded SEL programming in response to youth needs due to COVID-19 such as All Voices United Program, which is designed to create a safe space at schools for youth of color and LGBTQIA+ identifying youth. Each site coordinator collaborates with regular day staff to confirm that the tools, training and assistance are in place outside of the regular day. For instance, students with individual behavior intervention plans work with the same reward systems identified in the plans and used during the regular day. Staff care for students with diabetes by monitoring regular snacks and blood sugar checks. Students with disabilities who rely on high- or low-tech adaptive technologies work with the same technological assistance, and sign language interpreters remain with deaf or hard of hearing students throughout the day. Our ELO-P also accommodates the needs of students with autism spectrum disorder (ASD); for example, when needed, staff perform basketball drills outside on grass or indoors on carpet to reduce the echo for students with ASD who have sensitivity to sound. LGBTQIA+ support groups and resources for families are available to all ELO-P participants. Staff receive training on supporting any student with a Gender Support Plan, which creates a shared understanding about the ways in which a student's authentic gender will be accounted for and supported at school. Many foster youth receive additional tutoring hours. We coordinate with regular day staff to offer individualized tutoring during after school hours. Counselors may also work with foster youth or students with educationally-related mental health services. In collaboration with ELO-P staff, these

counselors may provide opportunities for individual students to develop identified skills in a safe, controlled environment. To facilitate the attendance of foster or unhoused youth in our program, we help them determine if they qualify for bus passes or other transportation services provided through our Foster Youth Services and Student and Family Empowerment (SAFE) Centers. Youth experiencing homelessness may also face additional barriers to school and extended learning attendance such as limited access to hygienic practices that might deter them from participation. Our program works with SAFE Centers to deliver self-care packages to students in need that include soap, deodorant, feminine hygiene products and other supplies.

7—Quality Staff

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

Active recruitment of qualified staff is an ongoing priority. Studies show that sustained student participation in expanded learning programs occurs more frequently when youth personally relate to staff through shared backgrounds and experiences. To recruit staff, EGUSD shares job opportunities with volunteers, parents, and community members who reflect the diversity of the school community. Administrators may also recruit regular day paraeducators, teaching associates, and other staff who work effectively with students and are interested in extended hours. EGUSD's Special Education Department partners with ELO-P to identify paraeducators trained to work with students with special needs who may be interested in extending their day to support after school programs. These staff members receive overtime pay for any work beyond 8 hours. Both EGUSD's ELO-P and our community partners have collaborative relationships with three local institutions of higher education where we advertise career opportunities (Cosumnes River Community College, Sacramento City Community College, and California State University, Sacramento). The district holds an annual classified employee recruitment fair, which is advertised in local newspapers, on television stations, via the District website, social media, internet job boards, and print fliers. EGUSD also maintains an open eligibility pool on EdJoin for potential candidates, and EGUSD's ELO-P administrative team conducts interviews multiple times per year. We prioritize candidates based on prior work with youth in settings characterized by cultural, linguistic, and socioeconomic diversity. Program staff reflect the cultural diversity of the students and possess specialized enrichment skills and talents that include the visual and performing arts, music, and athletics. Candidates' statements of professional motivations and a demonstrated commitment to educational equity are important factors in the hiring process as well. EGUSD recruits volunteers through collaborative partnerships with EGUSD's Adult Education Department and our neighboring community colleges and universities. Although minimum student to staff ratios are maintained at all times through paid staff, our program uses volunteers to extend the reach of our services. All volunteers are paired with ELO-P staff to ensure alignment with district practices and priorities. Site coordinators offer guidance to volunteers and oversee their contributions as well as determine regular volunteer schedules. All volunteers submit fingerprints and a negative TB test. We offer on-campus orientations for all volunteers so they can tour sites and learn about ELO-P policies and safety procedures. To fold volunteers into the school community, we welcome them to site staff meetings and professional development opportunities. Volunteers also bridge our programming with the wider community. For example, AARP coordinates a cohort of volunteers through its Experience Corps, which screens and trains potential volunteers. Approved retirees from the community work with students in grades 1 to 3 who need additional academic intervention and

reading instruction. Students from California State University, Sacramento, many of whom are Education majors pursuing a teaching certification, volunteer in our ELO-Ps. In addition, EGUSD secondary school students volunteer to tutor and mentor elementary students through the National Junior Honors Society, which creates opportunities for student leadership and peer-to-peer support networks. Current bilingual high school students often volunteer as language ambassadors at their former elementary school to translate for families. During summer programs, high school students are hired as student interns and paid by the district to gain work experience working in elementary summer programs. Many return during the school year to volunteer in ELO-Ps.

Recommendations for promising strategies for effective after school programs include 1) ensuring staff stay informed about youth's lives both inside and outside of the program; 2) holding regular staff meetings to discuss programming; 3) teaching staff about effective practices used to recruit and retain underserved youth; and 4) documenting program best practices to create a useful body of shared knowledge. Our ELO Program follows these recommendations through continuous professional development for all staff. Staff follow the technique "connect before you direct" to relate to students in the moment before correcting students' behavior. Staff learn about pertinent student issues by attending Student Advisory Council meetings. Staff are also invited to join EGUSD's Equity Coalition facilitated through the Educational Equity (EE) department. In addition, they receive training on cultural and linguistic competency through professional development opportunities offered through the EE department. Topics include immigration, acculturation, ethnic identity, and youth advocacy. EL coaches, bilingual teaching associates, and other staff who work with students' individual academic and behavior plans highlight important student issues in staff meetings. Through regular monthly staff meetings, ELO-P staff and volunteers meet to learn about promising practices and discuss challenges. These meetings provide staff with evidence-based ideas to test in their classrooms. At subsequent meetings, staff share the success and pitfalls encountered with the new strategies. Our extensive professional development trainings ensure that all staff stay current on support services and engagement strategies relevant to the student population served. Summer pre-service includes a full-day workshop on topics such as classroom management, PBIS and youth development, homework support, and strategies for engaging EL students along with CPR and first-aid certification. Additional year-round development opportunities include youth mental health first-aid and non-violent crisis intervention offered through the District's Student Support & Health Services. All ELO-P staff are eligible for Parent Teacher Home Visit and virtual Bridge Visit program training to conduct non-punitive home visits that build positive relationships with families. In conjunction with EGUSD guidelines, site coordinators participate in a monthly professional development series focused on strength-based leadership enhancement. SCOE offers no-cost curricula on career science education such as Engineering Everywhere, NBA Math Hoops, and TechBridge to staff who attend trainings. Sacramento's Crocker Art Museum offers art education courses including art appreciation and teaching meaningful art activities to students. Responsive, site-specific professional development also addresses needs as they arise such as additional bullying prevention or core curriculum support. Credentialed regular day teachers and instructional coaches support individual expanded learning staff by modeling lessons and sharing resources and techniques. ELO-P staff may arrive on site early to shadow a regular day teacher, and many teachers and coaches stay late to observe after school staff and provide direct feedback and support. Site coordinators attend monthly collaborative practice meetings in which they have the opportunity to share promising practices or challenges with their colleagues to create a community of shared knowledge and practice. Input shared includes best practices for meeting all grant requirements, adhering to Federal Program Monitoring Guidelines, and effective fiscal planning and management.

8—Clear Vision, Mission, and Purpose

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

EGUSD's mission is to provide a learning community that challenges all students to realize their greatest potential. The District's goal is to ensure that every child is adequately prepared for post-secondary education, life-long learning, successful employment and responsible citizenship. EGUSD's Expanded Learning Programs are an integral part of this goal. In June 2016 the Board of Education adopted a stakeholder-developed vision and mission statements for Expanded Learning. This collaborative articulated the vision that all students served in our Expanded Learning Programs will become confident, competent individuals who value themselves and others and have developed the skills to be successful in college, career, and life. The mission includes three core components: to provide a physically and emotionally safe environment in which students are valued, included and encouraged; to ensure all students have access to quality academic and enrichment opportunities; and to empower students by creating a community focused on social and emotional learning to enhance self-management, self-awareness, social awareness, relationship skills and responsible decision-making.

Through Continuous Quality Improvement implementation, the Expanded Learning team gathers input from stakeholders to identify positive student attributes that would be fostered through participation in the ideal expanded learning program. The Expanded Learning team annually convenes advisory meetings with EGUSD's Expanded Learning Family Advisory Committee, representatives from Special Education and Student Support & Health Services, after school site coordinators, regular day school site administrators, enrichment providers and community partners. Using this stakeholder input, the Expanded Learning team continues to refine programs through the Continuous Quality Improvement planning process. With feedback from these teams as well as additional input from families and community upon the return to in-person learning, the Expanded Learning team has identified the following goals and outcomes for Expanded Learning Opportunities Programs: GOALS 1) To create a stable and responsive environment for youth with diverse needs where they can develop social competencies, personal resilience, and school readiness. 2) To engage students through relevant, purposeful knowledge and experiential learning opportunities that help eliminate social and educational disparities. OUTCOMES 1) Students develop meaningful relationships with connected, caring adults through shared experiences and youth development activities. 2) Students explore personal interests and acquire prosocial skills that create a foundation for long-term academic, behavioral, and social success. Additional input from October 2021 family and community survey feedback highlighted current needs for adherence to health and safety protocols, SEL and academic support in light of pandemic disruptions.

EGUSD is invested in delivering high-quality expanded learning programs to help all students realize their full potential. EGUSD's Expanded Learning maintains a district webpage that informs families and community members of expanded learning offerings. The Board-adopted mission and vision statements posted on this webpage state the ELO-P standards for program excellence and make these priorities visible to the public. Any new staff members hired to work in ELO-P receive a copy of the vision, mission, goals and desired outcomes. Family and community members are informed of the vision and mission at family information nights offered at all ELO-P sites. Additionally, Expanded Learning staff present annually at District Advisory Committee and District English Learner Advisory Committee meetings to build awareness of the programs and gather additional stakeholder input. Due to Covid safety guidance, parent meetings may be held virtually. The vision and mission statements have been translated into multiple languages including English, Spanish, Vietnamese and Hmong.

Additionally, the statements have been added to Expanded Learning letterhead, which is used for professional development agendas, informational fliers distributed to potential vendors and community partners, program applications completed by interested families, and program informational handouts distributed to families at school registration. Through these multiple distribution sources, the vision, mission, goals and desired outcomes of the District's Expanded Learning and ELO-P are accessible to all stakeholders--including regular day faculty, district level department leaders, site administrators, ELO-P staff, volunteers, community partners, families, and students--as a guide for the services provided by the Expanded Learning Opportunities Program.

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.

EGUSD's ELO-P goals include creating a stable and responsive environment for students with diverse needs. Achieving this requires close collaboration and cooperation between regular day and expanded learning teams. A study by the After School Alliance (2016) found that after school programs that are well integrated into other support services, including the instructional day, best meet families' and students' needs. EGUSD's after school programs have been in operation since 2002, and the programs have become part of the District's educational structure. Our ASES/21st CCLC/ELO-P programs are staffed with Site coordinators who work as an integrated part of the site team during the regular day. This active participation and familiarity with the regular day program at each site enables coordinators to craft after school, intersession, and summer programming that aligns with school day practices. During the regular day, they help to oversee daily school site operations such as monitoring lunch and supervising passing periods and recess. Coordinators also attend meetings with regular day staff to stay informed about instructional day practices and to provide after school program updates. They attend multidisciplinary co-op meetings with regular day teachers to get support strategies for any students of concern. All ELO-P staff learn about the District's core curriculum through professional development opportunities that enable them to support students with homework assignments. ELO-P staff also receive training in PBIS and hold students to the same behavioral expectations established in the regular day, following the same disciplinary practices to ensure consistency for students. Regular day teachers serve as mentors to ELO-P staff and provide support for classroom management techniques and positive behavior intervention. In addition, ongoing electronic communication between regular day and after school staff occurs through district email and the student information system.

EGUSD collaborates with multiple partners to offer a wide variety of resources through the ASES/21st CCLC/ELO-P after school and summer programs. All partners are invested in EGUSD's goal to create a stable, responsive environment for youth with diverse needs where they can develop social competencies, personal resilience and school readiness. PRO Youth and Families, Expanded Learning Academy, Sacramento Chinese Community Service Center (The Center), Crossover America, CREST, University of California Extension 4-H, Elevo: Move to Learn, I Am Project, Jr. Chef Central, and Uncle Jer's Traveling Bee Show all work to support our after school and summer communities by engaging students through relevant, purposeful knowledge and experiential learning opportunities that help eliminate social and educational disparities.

Each partnership greatly benefits EGUSD's after school and summer programs in a variety of ways. PRO Youth and Families (PRO) has programs developed specifically to provide access to meaningful, engaging and relevant opportunities for young people living in underserved communities. PRO has been an integral part of establishing a neighborhood coalition to assess the youth and neighborhood needs of those in the ASES/21st CCLC service areas. Their Advocacy and Civic Engagement program uses a youth-led, project-based curriculum designed to empower youth in disenfranchised communities with the skills, networks and motivation to leverage their voices and become strong advocates for change. PRO Mentoring sessions help students develop leadership skills as they research, develop and facilitate lesson plans for their group. Through these programs and others, PRO uses the science of positive youth development to provide service learning opportunities; summer programming designed around core components in education, community service, and college and career pathways; and opportunities for youth to showcase their ability to be effective role models and capable leaders. Expanded Learning Academy (ELA) provides positive behavior activities tailored to elementary students. ELA coaches teach students the importance of life skills while pursuing health and fitness goals. Classes focus on activities centered around strength, endurance, and flexibility while remaining focused on EGUSD's Positive Behavioral Intervention and Supports (PBIS) core values. For intermediate students, an interactive program engages students in learning financial literacy, thereby helping students to develop financial awareness and sharpen their financial decision-making skills. In addition, ELA provides students a college and career program that works to empower them to take responsibility for planning and engaging at a young age in the development of their own college and career roadmap and provides a framework for students to promote a culture of college pursuit and success among their peers.

Our community partner The Center is the premier expanded learning provider in the Sacramento region serving families since 1978. The organization's purpose is to assist new immigrants, refugees, and other underserved individuals to achieve economic self-sufficiency, social empowerment, and cultural appreciation. This is accomplished through quality educational, vocational, human services, and health programs. The Center provides a diverse scope of work which includes safety, homework assistance, foundational skill building, and enrichment activities. Enrichment clubs are often led by multilingual Team Leaders and include music, sports, crafts, art, STEAM, and performance arts. Crossover America offers organized basketball as well as strength and endurance building and flexibility training while teaching rules and sportsmanship to students. Elementary students are taught to play basketball and middle school students are taught to play, coach and referee games. The feeder elementary sites participate in tournaments hosted at the regional middle school. Older students referee the games and serve as assistant coaches practice drills and warm-ups with the younger students. Crossover America also donates resources such as scrimmage jerseys and referee shirts. This partnership builds capacity for sustainable and affordable cross-age program activities. Capital Region Engineering, Science, & Technology (CREST) is an inquiry-based, engineering design program in which students K-6th grade are invited to develop skills in the areas of engineering, science, and technology through a series of hands-on, student-centered activities. CREST hosts regional Expanded Learning Programs at two annual competitions: the CREST Quest and the CREST Summit. At the CREST Quest, cooperative teams of four students each are given a passport and complete as many "quests" as possible within a 120-minute competition. Examples of quests include building a paper bridge that supports as many coins as possible, solving complex math reasoning challenges, or designing a stomp rocket that can reach a target distance. At CREST Summit, hundreds of students compete in preselected engineering and science challenges in a full-day showcase event. For both culminating events, families and spectators are encouraged to attend. University of California Extension 4-H provides training and curriculum for EGUSD staff and teens to deliver science education

to elementary students. Students in 1st-3rd grades receive hands-on science instruction from teens who are trained and supported by a 4-H coach. Teen instructors receive sample curricula and lesson plan feedback. For 4th-5th grade students, the Water Wizards curriculum is offered. 4-H provides training and curriculum for EGUSD frontline staff who deliver the material to students. At the conclusion of the module, which includes 3 units, all participating students take a field trip to Folsom Dam, which is arranged and facilitated by 4-H. EGUSD's 21st CCLC program benefits from this partnership because students engage in hands-on science activities, staff receive training, and EGUSD acquires curriculum and materials at minimal cost to the program. Additional County grant funds have been secured in recent years that have enabled six participating EGUSD Expanded Learning Programs to go on a culminating field trip to Sausalito, California, to visit the Bay Model Center which is a football stadium-sized model of local rivers, deltas, bay, and ocean inlets. The students then have the opportunity to visit the Pacific Ocean on this trip, which for many may be the first time they have seen the ocean.

Elevo's Move to Learn Program is a community organization focused on combating childhood obesity through structured active opportunities to engage in a multitude of athletic sports. Coaches teach students the rules and skills to engage in sports such as basketball, football, soccer, baseball and track while simultaneously providing character development and social emotional skill building. Through participation in guided structured sporting activities, youth acquire self-regulation, collaboration, conflict resolution and sportsmanship skills.

I Am Project is a graphic design program where students learn and master basic professional graphic design tools. I Am Project activities are tailored to meet the specific needs of the elementary and middle school child. Elementary students gain a sense of self pride and improved organizational skills while identifying their own positive personal characteristics through the completion of three different projects. Program resources include graphic design software, printer equipment and computers.

Jr. Chef Central partners with EGUSD's Food and Nutrition Services to provide opportunities for students to use school kitchens and resources to prepare healthy snacks and meals. Students receive shopping lists and recipes to share with their families. ELO-P sites invite families and community members to share the meals prepared by students for community events.

Uncle Jer's Traveling Bee Show provides hands-on STEAM activities for elementary students. Participating students learn about honey bees, pollination, reproduction, bee safety, honey production and harvesting, and health benefits of honey.

At the district level, EGUSD's Expanded Learning program specialists (PS) meets with each provider a minimum of three times per year. Most providers schedule meetings with a PS on a monthly basis to provide updates on various program implementation results at specific school sites. At the site level, providers check in with the site coordinator each time they are on campus. In addition, they work alongside frontline staff while on campus. Formal meetings between the site coordinator and outside providers occur on a monthly basis. This consistent and constant communication ensures alignment of the enrichment activities with the goals of the expanded learning program.

Educational research reveals that increasing awareness of the support systems offered through expanded learning programs can help bridge the gap between perceptions of these programs as only serving youth and their actual function as family and community resources (After School Alliance, 2016). Therefore, ongoing outreach to potential program partners is crucial to our development of a comprehensive program that serves as a central hub for community services and supports. Four core criteria determine our selection of program partners. 1) We seek providers who offer innovative services that complement regular day offerings and deliver programming unavailable through district resources. 2) We value partners who demonstrate a willingness to collaborate with the regular day and connect with students, sparking enthusiasm for learning. 3) We identify providers who invest in

visionary community engagement and offer meaningful support for underserved populations. 4) We partner with providers who are willing to train our staff in best practices for delivering activities so EGUSD can extend the program offerings using site staff and district resources. In this way, we build capacity and enable program sustainability. EGUSD identifies potential program partners through ongoing cooperative processes. EGUSD actively disseminates public Requests for Proposals to recruit community partners and encourage them to submit proposals outlining their services and capacity. In addition, we participate in a reciprocal relationship with all 11 counties supported by Sacramento County Office of Education (SCOE). As Region 3 districts, we work to pool our resources and attend neighboring trainings and provider fairs. SCOE also hosts quarterly grant manager meetings for Region 3 districts where potential providers and community partners attend and present on potential program offerings.

EGUSD's ELO-P promotes family engagement by creating multiple venues for communication and collaboration. We provide all printed program material in multiple languages--English, Spanish, Vietnamese and Hmong--to ensure that all families have access to program information. EGUSD's ELO-P staff and Family and Community Engagement Office actively solicit parent input through electronic surveys, face-to-face conversations, phone contact, and text messaging. At pick-up, parents can review the program's Homework Completion Log to monitor student daily homework progress. Throughout the year, credentialed teachers and ELO-P staff jointly host grade level family nights, which offer families strategies to support homework and study habits that promote academic success. Monthly "Fitness Friday" nights offer activities for the whole family such as healthy cooking demonstrations and ZUMBA classes. Elementary programs have received an overwhelmingly positive response to Love and Logic, a program that provides practical, effective techniques to help adults provide positive discipline while supporting children's development of responsibility and self-control. In response, site coordinators who are certified as trainers have continued to add classes at apartment complex community rooms within school neighborhoods as needed. Through a partnership with EGUSD's Adult and Community Education department, courses are available to families. All courses are designed and implemented using culturally responsive practices. Sample courses include English as a Second Language (ESL) classes, citizenship classes, Spanish GED test preparation and parenting classes. Some classes are also offered virtually.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Through partnership with regular day staff, our Expanded Learning Programs collect and analyze data throughout the year that pertains to student achievement and behavioral outcomes. Our program goals strive to create a responsive environment for diverse youth and to eliminate social and educational disparities. Outcome measures include the acquisition of knowledge and pro-social skills that create a foundation of long-term academic, behavioral, and social success. Following the CDE's Guidance for a Continuous Quality Improvement Process for Expanded Learning, our program sites develop an annual Quality Improvement Plan to address priority needs. Each Site coordinator consults stakeholders, selects assessment tools and strategies, and determines areas of focus for improvement accompanied by an action plan. In the interest of continuously improving program offerings and meeting the needs of the communities served, EGUSD's after school programs have mechanisms for gathering feedback from stakeholders throughout the year. We elicit student input through direct

surveys, student enrichment selection, Student Advisory Council feedback, and student engagement data such as the California Healthy Kids Survey. Family input is gathered through EGUSD Expanded Learning Family Advisory Committee meetings, multilingual parent surveys, and conversations with families at site-specific Family Night Meetings held 2-3 times per year. Staff input is collected using the California School Climate Staff Survey, district-created surveys, and the CDE's recommended Quality Self Assessment Tool, where staff use Quality Standards to self report on and review program areas. EGUSD's Research and Evaluation Department compiles and analyzes survey data to highlight potential areas for programmatic growth. Expanded Learning staff also analyze site-level surveys to identify growth targets for individual sites. Specific sites address these goals through their CQI plan. Expanded Learning staff use a range of measurements to assess student performance and identify areas of intervention. Elementary programs use the Illuminate Assessment System to assess student phonics mastery for 1st-3rd grade students. These results allow the regular day and after school programs to jointly target early literacy needs through partnership with the District's On Grade Level Reading initiative. Site coordinators also contribute to the site plan by gathering student level data for all grades including fluency scores, performance assessment scores, English language assessment scores, attendance, grades, and assignment completion. Sites use the Synergy student information system, which contains current individual student academic, behavioral, and attendance data. Throughout the year ELO-P staff use these data to inform academic interventions, student support groupings, and academic enrichment offerings to create the best possible outcomes for all students. Site coordinators use these materials for evidence-based intervention and to implement targeted instructional strategies to improve student achievement. Site coordinators use these data to track students' regular day progress and align ELO-P interventions and support with instructional day practices. All programs provide academic tutoring and homework assistance aligned with regular day curriculum and standards based on individual student needs. Small group tutoring supports students who are struggling to meet monthly academic targets, have behavioral or social goals, or would benefit from language and vocabulary development. Our ELO-P program provides multi-tiered offerings and group projects that support all students at an individual level including GATE activities for accelerated students as well as intervention activities for students who need additional reinforcement to master concepts.

All EGUSD Expanded Learning Programs engage in a data-driven Continuous Quality Improvement (CQI) cycle annually. Upon implementation of California's Senate Bill 1221, the District's after school programs engaged in the initial program assessment process to identify programmatic strengths and determine areas in need of improvement. Based on the data collected and analyzed with support from EGUSD's Research and Evaluation Department (RED), each school created a site-specific improvement plan. Moving forward, all EGUSD after school program sites have continued to refine and strengthen programs through annual program quality assessments. We rely on multiple data sources and expert analysis from RED. EGUSD's Expanded Learning director, program specialists, and site teams collaborate to ensure ongoing implementation and monitoring of each identified action plan. As a component of the annual CQI cycle, the Expanded Learning team gathers stakeholder input from family meetings held at school sites in the fall. At these meetings, after school staff explain the CQI process to families and gather input and feedback. Surveys distributed annually include multiple choice questions and additional space for comments and suggestions. Expanded Learning administration and RED team members analyze both site-specific and district-wide data collected from the surveys. In the first year of implementation, district-wide data identified the need to improve in the Clear Vision, Mission, and Purpose standard, which led to the process of collaboratively creating Expanded Learning vision and mission statements with multiple stakeholder groups represented including various District departments, site administrators, program coordinators, families, and

students. This shared vision has become a guiding principle in all EGUSD Expanded Learning Programs. We continue to use unique site level data combined with input from stakeholder groups to create plans to address site-specific needs and target areas for improvement to create the highest quality programs. Every fall each after school site team also gathers additional stakeholder input through interviews conducted with regular day staff, site administration, enrichment providers and community based organizations. Sample questions included “Which health and safety behaviors would you like to see expanded learning staff modeling?” “Can you think of any unhealthy behaviors you would like us to address?” “How do students get the opportunity to exercise student voice and leadership within the program?” The qualitative information gathered from these interviews establishes one measure for developing CQI goals and an action plan for each site. Students provide important additional input through focus groups and surveys. Solicited feedback has included, “Describe your experience as a student leader.” “Do the nutrition lessons you learn in after school help you make healthy choices outside of school?” “How often do you get to choose what type of physical activity you get to participate in during the after school program? What are the choices?” Expanded Learning staff also engage in team reflection using the Quality Self-Assessment Tool (QSAT) recommended by the California Afterschool Network to determine program strengths and areas to target for improvement. Expanded Learning staff gather additional data on participant attendance rates, student grades, health information, and discipline interventions through the student information system to evaluate student recruitment and retention. The results, which vary by site, are then used in conjunction with family surveys, staff and community partner interviews, student information, observational data, and staff reflections to create the unique action plan for each site. Site coordinators then draft action plans designed to create meaningful and sustainable improvements in target areas. Each site has identified 1-2 areas of focus with 2-3 action items for each area. Site coordinators have formed professional learning communities around similar needs to collaborate on identifying resources and achieving similar goals. They also create progress monitoring timelines for implementing action items. All EGUSD programs have demonstrated growth based on targeted outcomes identified in site-specific action plans. For example, at one elementary school, the needs assessment identified inconsistencies in site level youth voice and leadership practices. In response, the site coordinator and site staff developed an action plan with measurable goals. To resolve the inconsistencies, two members of the staff attended a week-long training at the Sacramento County Office of Education hosted by the Youth Development Institute. Following the training, participants launched a professional development series for all site staff to learn how to incorporate youth development, leadership techniques, relationship building, and emotional safety into their daily practices. They established a student leadership team for 5th and 6th graders, which created a platform for student programmatic input. At the end of the school year, post-assessment data and student satisfaction surveys revealed that student perception of youth voice and leadership opportunities had improved by approximately 20% when compared with pre-assessment data. This process is ongoing throughout the school year. All sites annually reassess their programs using a combination of the evaluation tools listed above. Site coordinators have updated action plans to reflect areas of solid progression or identified need. EGUSD’s Expanded Learning Director and Program Specialists continue to monitor sites bi-monthly for consistent levels of progress. The proposed timeline for the annual CQI process is as follows: between August and October, sites will assess each program using input from stakeholders including after school staff, site administration, community partners, families and students. In November, Expanded Learning and RED staff will analyze data and identify new or ongoing growth areas. Working with Site Coordinators, they will create CQI action plans for each site. In December and January, each site will initiate action plans for improvement and begin progress monitoring. In May, the Expanded Learning team will conduct post-assessments based on identified goals to document areas of growth and

identify areas for improvement maintenance in the following school year and will post program assessment data on the public website. This cycle represents an ongoing annual commitment for EGUSD's ELO-P. Summer programs will be evaluated through the Quick CASP: A Summer Program Quality Assessment Scale, an evaluation tool created by the National Summer Learning Association. All site coordinators and additional ELO-P staff members have received training offered through the Sacramento County Office of Education to use this observational rubric tool for quality assessment of summer programs and to identify areas in need of improvement. School sites will continue to pursue goals identified through the site-level CQI process during summer programs as well.

11—Program Management

Describe the plan for program management.

EGUSD envisions that all students who participate in Expanded Learning Programs will develop skills to be successful in college, career and life. Our Expanded Learning mission, detailed in Section 8, ensures that all students feel empowered and have access to quality academic and enrichment opportunities. Our goals aim to engage students through relevant, purposeful knowledge and experiential learning that helps eliminate social and educational disparities. Our program uses these commitments as a guide for designing a fiscally responsible program that aligns its offerings with stated goals and desired outcomes. ELO-P staff work to close the opportunity gap and create successful outcomes for youth through the use of qualified personnel and coordination with our community partners. Our program selects contracted providers, program staff, instructional materials, healthy meal options, and educational field trips for experiential learning that directly support our vision, mission, and goals. Site coordinators manage core programs designed to provide individualized academic, behavioral, social-emotional, and language support in after school and summer through the use of regular day resources including classroom equipment, the computer lab and the school library. Teachers, paraeducators, teaching associates, and community partners implement PBIS strategies to maintain physically and emotionally safe environments. Core enrichment activities and daily meals meet physical activity and nutritional needs. Based on expanded learning policy recommendations, sites operate a working budget to support the implementation of enrichment offerings and to respond to community needs. Sites provide training and resources for staff who have an interest, talent, or passion they wish to share with students. Being mindful of health and safety guidance, the Expanded Learning program specialist and site coordinators also encourage site staff to organize educational field trips and hands-on activities based on long-term learning goals.

EGUSD's Expanded Learning Program organizational structure consists of district and site level staff. Overseeing this structure are the Expanded Learning director (Dir) and program specialists (PS) whose roles and responsibilities include but are not limited to the following: developing new programs (Dir); providing support for and evaluation of all programs and site coordinators (PS); identifying and creating resources for program use (Dir/PS); communicating with community partners, regional and state technical assistance, multiple district departments, families, program staff and other stakeholders to ensure that student needs are met program-wide (PS); submitting reports and ensuring compliance for all areas of grant management (Dir); participating on state and district leadership teams (Dir); facilitating monthly meetings with all site coordinators to provide professional development and keep all sites apprised of current research and best practices in expanded learning (PS); coordinating and facilitating biannual District Expanded Learning Family Advisory meetings to

gather program input (PS); facilitating quarterly professional development meetings with clerical staff; and monitoring budgets and spending to ensure programs are effectively using resources and operating within grant parameters (PS). The director and program specialists hold current administrative leadership credentials, clear teaching credentials (multiple subject and education specialist), and master's degrees (education and special education). In addition to experience as a district level administrator, the director and program specialists have teaching and site administrative experience. The Director, who is a member of the district leadership team, manages the Expanded Learning department and oversees programs that are grant- and district-funded for the entire district. The program specialists report directly to the director and provide the primary support for grant- and state-funded programs.

For EGUSD-run programs, site coordinators are district administrators who report directly to the program specialists and site principal and manage site level ASES/21stCCLC/ELO-P after school programs. This position requires an administrative credential and teaching experience. Site coordinators begin their contract day in the morning and work approximately one half of their contract as a member of the regular day school site team, which enables them to build relationships and provide meaningful collaboration and coordination between regular day and the after school program. Site coordinators are responsible for hiring and supervising frontline and clerical staff; overseeing all aspects of the daily program; identifying site and community needs as they pertain to the program; and ensuring students have a safe, meaningful experience. Additionally site coordinators hold community meetings; gather stakeholder input; analyze data; and design and implement the annual Continuous Quality Improvement plan. They conduct regular staff meetings and coordinate meetings and professional development opportunities for site staff. Throughout the duration of after school and summer programs, site coordinators are a visible presence on campus and work directly with staff, families and students as any needs arise. EGUSD uses a decentralized organizational structure that enables its site coordinators to have site-based decision making power. This distributive leadership model enables site coordinators to create structures aligned with site culture and faculty, family and student needs. The site coordinators are supported by both the program specialists and the school sites' administrative teams. This balance of support ensures all site coordinators have access to a variety of resources, support, and systems. All programs align with explicit and implicit governance within EGUSD policies and procedures. Reporting directly to the site coordinators are certificated teachers, teaching associates, and paraeducators (also called frontline staff). Certificated teachers provide support for academic interventions and career explorations. They also mentor paraeducators or teaching associates and assist with curriculum design. Paraeducators and teaching associates are each responsible for supervising one class comprising no more than 20 students (10 for TK and kindergarten). They provide homework support and student supervision, and they ensure the safety of all students during recreation and meal times. Paraeducators and teaching associates design lessons for students in select enrichment areas; follow schedules and escort students to planned activities; adhere to district guidelines and Board policy regarding employee conduct, student safety, and emergency procedures; and model best practices for health, habits of mind, and character. Additional special education paraeducators are available at sites based on students' needs and Individual Education Plans (IEPs). Paraeducators and teaching associates are supervised and evaluated by the site coordinators.

Additional staff members who work to support EGUSD's ELO-P include yard supervisors, fiscal and budget staff, program educators, food and nutrition staff, health assistants, and bus drivers. Yard supervisors ensure a safe school site environment through student oversight and guidance. The fiscal and budget staff assist with site-level budget oversight and help monitor and implement budget revisions as needs arise. The program educator is a support position that provides program support

through record-keeping, attendance system maintenance, providing technical assistance, organizing meetings, and sharing resources. Program educators also act as a point of contact for site coordinators and assume the role of scribe during meetings. Health assistants are available to students whose IEPs or 504 accommodation plans require health aid in both regular day and after school or summer programs. Bus drivers facilitate transportation for educational field trips and safe student commutes home from the school site.

EGUSD's Expanded Learning program maintains regular and reliable staff and stakeholder communication in multiple ways. All sites designate personnel to answer the school site phone during after school hours or provide families with a dedicated program cell phone number. These methods allow families and community members to reach the program at all times. All contracted Expanded Learning staff including site coordinators, certificated teachers, clerical staff, and most paraeducators or teaching associates have a district email address and are able to connect quickly with other district employees through this system. Site coordinators attend monthly meetings with the program specialists to receive program updates, professional development, budget support, and current materials on best practices and relevant research. Site coordinators hold regular weekly or bi-monthly staff meetings to share current and pertinent program information with all staff members. The program specialist and site coordinators also meet regularly with our community partners. EGUSD is committed to protecting its stakeholders; therefore, it is a self-insured Local Education Agency by Joint Power Authority and also requires liability insurance of all outside providers to protect students, families and staff working with these partners. All EGUSD staff have union representation that includes access to professional liability insurance as well.

Site coordinators attend monthly collaborative meetings (mostly held virtually to enable coordinators to stay on campus) focused on current research and best practices in Expanded Learning Programs to develop leadership skills and best support program goals and outcomes. These meetings are facilitated by the program specialists to disseminate up-to-date information from the California Department of Education, the Sacramento County Office of Education, the California Afterschool Network, and other vetted sources; to offer professional development provided by specialists in the field of expanded learning; and to dedicate time for site coordinators to share promising practices, collaborate, and problem-solve site issues as part of a professional learning community. Site coordinators host bi-monthly staff meetings for all members of the ELO-P site team. Site coordinators also use EGUSD's Expanded Learning Programs' vision and mission statements and the program goals and outcomes as a guide to identify areas of need and determine resources for professional development that support site staff. Frontline staff have multiple opportunities for leadership in chosen areas of interest. For instance, the Capital Region Engineering, Science, and Technology (CREST) community of practice team meets monthly to identify resources and best practices for CREST in after school programs. This group is composed of a frontline member from each site who participates in this collaborative leadership opportunity. Frontline staff are also encouraged to identify personal strengths and areas of interest to design and implement enrichment offerings for students. Other opportunities include attending professional development courses and sharing materials with colleagues at staff meetings; participating in community of practice workgroups; or shadowing credentialed teachers to learn best practices aligned with the Expanded Learning mission.

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.

Several sites in EGUSD are dual-funded using ASES and 21st CCLC funding. Currently, the program operates as a single comprehensive program in which all students receive the same supports and services. For audit, reporting, and fiscal management, each funding source is identified to serve specific grade levels and expenses are assigned accordingly. For example, if a site is funded 50% through ASES and 50% through 21st CCLC, students in grades 1-3 might be counted toward ASES attendance while grades 4-6 are counted toward 21st CCLC. In this instance, timesheets for staff serving 1-3 would be coded to ASES funding as would supplies purchased for use with the younger students. EGUSD's integration of ELO-P will work in the same fashion with ASES/21st CCLC protocols maintained for all students who will be served in a single comprehensive program. For sites that do not currently have an ASES or 21st CCLC grant, ELO-P will follow the same Continuous Quality Improvement Plan process, the same data will be collected, and the same supports and resources will be made available.

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?

A sample schedule for a school site with a bell schedule of 8:30-3:00 would include before school programming open to all grades from 7:30-8:30. The staff working in the before school program may include staff who have extended their contract day to work additional hours before their contracted day begins. A minimum of 2 staff will support the students in PM transitional kindergarten (TK) or kindergarten before their instructional day begins in a separate room on campus maintaining a 10:1 ratio. When the AM transitional kindergarten or kindergarten students complete their instructional day, they would be supported at a ratio of 10:1 in the same room on campus. All students would join the after school program when it begins at 3:00.

ELO Programs recruit staff from our school communities and staff. This supports developing a staff who represent the diversity of the community. Regular day staff often extend their day to work with

expanded learning programs which enables well-trained, experienced staff who have built relationships with students and families to create a continuity of service. Recommendations for promising strategies for effective after school programs include 1) ensuring staff stay informed about youth's lives both inside and outside of the program; 2) holding regular staff meetings to discuss programming; 3) teaching staff about effective practices used to recruit and retain underserved youth; and 4) documenting program best practices to create a useful body of shared knowledge. Our ELO Program follows these recommendations through continuous professional development for all staff including those working with our youngest students. Staff follow the technique "connect before you direct" to relate to students in the moment before correcting students' behavior. Staff assigned to work with TK and kindergarten students will have the opportunity to participate in early childhood education trainings offered by our PreK-6 Education division which has dedicated program specialists and instructional coaches who support PreK and TK programs. All staff receive training on cultural and linguistic competency through professional development opportunities offered through the Educational Equity department. Topics include immigration, acculturation, ethnic identity, and youth advocacy. English Learner coaches, bilingual teaching associates and other staff who work with students' individual academic and behavior plans highlight important student issues in staff meetings. Through regular bi-monthly staff meetings, ELO-P staff and volunteers meet to learn about promising practices and discuss challenges. These meetings provide staff with evidence-based ideas to test in their classrooms. At subsequent meetings, staff share the success and pitfalls encountered with the new strategies. Our extensive professional development trainings ensure that all staff stay current on support services and engagement strategies relevant to early childhood education. Summer pre-service includes a full-day workshop on topics such as classroom management, PBIS and child development, strategies for engaging EL students along with CPR and first-aid certification. Curriculum and developmentally appropriate activities are identified with the support of the PreK/TK program specialists and instructional coaches in collaboration with the classroom teachers. Curriculum and activities are designed to support and complement the regular day program.

Sample Program Schedule

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

Sample A: Currently some of our TK students participate in the Head Start program for 6.0 hours daily as part of the instructional day. The ELO-P is utilized to extend the day for an additional 3 or more hours for a total of 9+ hours daily. The schedule may be 8-2:00 pm with the Head Start program and then 2-5:30 pm for the ELO-P at the respective school sites. The extended day will permit students to engage in enrichment activities, learning projects, and explorative events to increase their kindergarten readiness and overall social emotional development as they engage in peer activities.

Sample B: For students in a half day kindergarten program, ELO-P is offered before and after their instructional day. Students may attend the before school program from 7:30-8:30, then join their AM kindergarten class while their PM kindergarten peers are supported in a separate ELO-P classroom.

When the AM kindergarten concludes, students are met by their ELO-P teacher who takes them to the ELO-P classroom where they remain until they join the after school group upon dismissal of the instructional day. The after school program continues until 5:30 providing 9+ hours of programming including the half day instructional program.

Sample C (Summer or intersession): Students participate in a 9+ hour program offered from 7:30-5:30. Students are provided breakfast, lunch, and snack during the program.

Expanded Learning Opportunities Program Plan Guide

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 non school days, 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.