LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: April 20, 2022

Agenda Item:

ELO-P Program Plan

Background (Describe purpose/rationale of the agenda item):
The ELO-P program plan will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development

Fiscal Impact (Cost):

N/A

Funding Source:
N/A

Recommended Action:

☐ **Informational**   ☐ **Denial**

☐ **Discussion**   ☐ **Ratification**

☒ **Approval**   ☐ **Explanation:** Click here to enter text.

☐ **Adoption**

Originating Department/School: ESS/ASES Grant Programs

Submitted/Recommended By: **Approved for Submission to the Governing Board:**

Jerred Murphy, Manager-ESS   Lisa Davis, Assistant Superintendent

<mark>Reviewed by Cabinet Member:</mark>_____
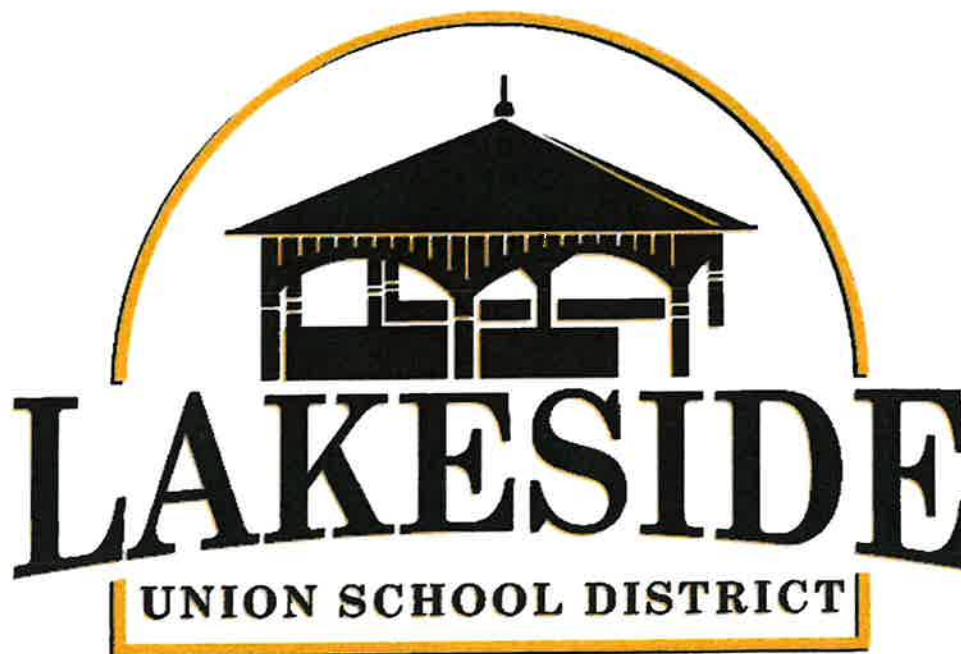
Approved by the Governing Board

4/20/22

LAKESIDE UNION SCHOOL DISTRICT

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:
Jerred Murphy

Extended Student Services
12335 Woodside Ave
Lakeside, CA 92040
619-390-2600

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

Expanded Learning Opportunities
Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Sites

Local Educational Agency (LEA) Name: Lakeside Union School District

Contact Name: Jerred Murphy

Contact Email: jmurphy@lsusd.net

Contact Phone: 619-390-2600

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

1. Lakeside Farms Elementary
2. Lakeview Elementary
3. Lemon Crest Elementary
4. Lindo Park Elementary
5. Riverview Elementary
6. Winter Gardens Elementary
7. Lakeside Middle
8. Tierra Del Sol Middle

Purpose

In this program plan, Lakeside Union 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 is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

Expanded Learning Opportunities
Program Plan

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Each school site currently has its own building to serve before school and after school students.

Program directors work closely with school leaders to create school-aligned health and safety procedures for the expanded learning program. The program develops policies and procedures to:
Clearly communicate health, safety, and behavior procedures with staff, participants, and families.
Clearly identify the health and medical needs of participants.
Ensure that staff are easily identifiable to participants, families, and other stakeholders (e.g., staff shirts, vests, badges, etc.).
Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program.
Ensure that staff are trained in safety and first aid.
Clearly document and communicate incidents (i.e. written reports and phone records).
Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.
The program connects participants and families to services, organizations and other resources that provide support beyond after school and summer programming (e.g., food security, health and mental health services, parent education, and other identified needs).

The staff respectfully welcome and release participants from the program.
Staff intentionally build and maintain trusting, nurturing, and supportive relationships with participants.
Staff intentionally identify participant strengths, interests, and learning styles, and encourage participants to develop skills related to their strengths and interests.
Staff hold participants to high expectations for behavior and achievement by Actively acknowledging positive behavior and participant accomplishments. Calmly intervening when youth or adults are engaged in physically and/or emotionally unsafe behavior.
Staff participate in on-going health and safety procedures, trainings, and practice drills with participants.

Participants and staff share responsibility in building a sense of community and belonging.
Participants actively co-create behavioral agreements in collaboration with program staff.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The program provides a variety of activities that are hands-on, project-based, and result in a culminating product.
The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants' needs and interests.

Staff give participants the experience of learning through multiple senses.
Staff give participants the opportunity to work in groups that have a clear purpose.
Staff provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.
Staff provide opportunities for participants to think critically, as well as act on issues and opportunities that are important but also of high interest and relevance to them.

Participants gather evidence to support their ideas and understand other perspectives.
Participants use modern technology to support their learning.
All participants in group work are engaged, cooperate in the group's accomplishments, and are accountable to one another

Expanded Learning Opportunities
Program Plan

3—Skill Building

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

The program supports projects and activities in which participants demonstrate mastery by working toward a final product or presentation.
The program supports activities in which participants develop and demonstrate 21st century skills.

Staff select or create projects that relate to young people's lives.
Staff develop learning goals for each activity and communicate these goals to youth.
Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding of life and career options.
Staff use practices that support mastery such as:
• Providing youth with opportunities to practice skills
• Sequencing activities to allow participants to build on previously learned skills.
• Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures
• Helping youth make links between the activity and their lives outside of the program

Participants work in groups where they practice skills such as team-building, collaboration, and use of effective communication.
Participants are involved in projects, activities, and events that increase their understanding and use of 21st century skills (e.g., creativity, critical thinking, and information and communications technology).

4—Youth Voice and Leadership

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

The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies. This includes opportunities that are led by youth.
The program provides opportunities for participants to actively exercise their leadership skills and address real world problems that they identify in their communities. These are activities that require critical thinking, debate, and action planning.
The program trains staff to facilitate youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals and institutions.

Staff encourage and engage participants on a regular basis to share their perspectives regarding program design, what they want to learn and the quality of their experience in the program.
Staff work to recognize the leadership potential in all young people, regardless of their age, and provide opportunities for them to develop their leadership skills by providing authentic leadership roles within their after school program.

Participants engage in authentic and meaningful leadership roles that are supported by staff and celebrated by the program.
Participants share ownership in the design of program activities.
Participants take responsibility for completing projects.
Participants express their opinions and feedback in surveys or group discussions regarding what they want to learn about, what they want to be able to do, and the development of program offerings that respond to their interests.
Participants reflect on learning experiences (formal and informal) and give their opinion about future learning opportunities.

Expanded Learning Opportunities
Program Plan

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 programing.

The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.
The program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation.
The program helps staff promote healthy lifestyles by providing professional development and access to age-appropriate curricula and resources.
The program incorporates nutrition and physical activity into all facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, curricula, incentives, etc.).

Staff provide daily opportunities for participants to engage in developmentally appropriate, research-based nutrition and physical activities that support program goals.
Staff understand how knowledge, skills, and behaviors around health contribute to academic performance and a positive socio-emotional
lifestyle.
Staff model good nutrition and participation in physical activity during the program.

Participants have a voice and choice in creating and maintaining a healthy culture and environment within their program.
Participants apply their knowledge and experience around nutrition, healthy lifestyles, and physical activity, in order to influence their families, peers, program, and community.

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 program actively recruits and hires staff that reflects the community of the students served.
The program states its explicit commitment to diversity and equity in its outreach materials and/or policies.
The program is aware of and seeks information and strategies to support all participant needs.
The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
The program implements a plan that outreaches to all students at the school site.
The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national
origin, physical ability, sexual orientation, and/or gender identity and expression.

Staff participate in on-going diversity and sensitivity training.
Staff adapt activities to accommodate the physical and developmental abilities of all participants, and actively encourage their participation in the program.

Participants and staff are comfortable sharing, and are given opportunities
to share, from their diverse experiences and backgrounds.

Expanded Learning Opportunities
Program Plan

7—Quality Staff

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

The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.
The program provides staff and volunteers with:
• Clear titles and job descriptions
• Continuous training and professional development
• Resources and materials to deliver activities
• On-the-job coaching
The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.
The program supports staff with competitive pay.
The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.

Staff demonstrate ability to:
• Deliver a program that meets grant requirements
• Facilitate and incorporate district and program curricula, research-based youth development principles and best practices in program planning and activities
• Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons
• Welcome and engage volunteers in roles that meaningfully and effectively support student learning
Staff exhibit:
• Integrity, professionalism, caring, and competency as a positive role model
• Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse
community of students, staff, and parents

Participants are involved in the staff selection process.
Participants have trusting and positive relationships with staff.

8—Clear Vision, Mission, and Purpose

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

The Lakeside School Community dedicates itself to providing a challenging environment that is committed to each student's development of:

A love of lifelong learning
The academic, vocational and social skills necessary for personal fulfillment
A respect for self and others
An appreciation for the arts
A sense of responsibility to our community and our global environment
A realization for the need for peaceful resolution of conflict

Core Values
High Achievement for All LUSD Students
Our schools are dedicated to teaching students to be involved, active learners who think critically, learn continuously, collaborate constructively, communicate effectively, persevere relentlessly and care deeply. We emphasize high academic expectations for all students, and support them to reach their full potential to be prepared for college, career and life. We believe these outcomes are attainable for all LUSD students.

Excellence in Expanding Learning
Passionate, knowledgeable, skillful Childcare Assistants, supported by strong Site Leads, are the core strength of our school district. We expect our faculty, staff and site leaders to provide engaging, challenging, and relevant learning experiences for all students. Excellent teaching begins with strong relationships between staff and students and is nurtured by collaboration among colleagues. We are committed to supporting a professional community that creates an atmosphere of excellence, engaging instruction, and ongoing growth for students and adults alike.

Respect for Human Difference
We are committed to acknowledging and celebrating the diversity within our community while affirming the importance of our common humanity. By promoting an emotionally safe environment for questioning, debate, and dialogue, we foster the growth and value that comes from different perspectives, cultures and experiences. Our commitment is to create an atmosphere of emotional and intellectual safety in which to express difference while advancing acceptance and respect for all.

Continuous Improvement
We believe that powerful, relevant goals and clear action plans guide progress over time, and we commit to setting goals, monitoring progress and sharing results. We believe that high standards of responsibility and accountability must be present throughout the system, and we commit to providing resources to enable staff to meet Board goals. When staff, students, parents and the community are responsible and valued partners in the education of our students and active participants in the decision-making process, our entire system is stronger.

Expanded Learning Opportunities
Program Plan

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through on-going meetings and other systems of communication.
The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.
The program actively outreaches and engages potential partners (public and private) in order to sustain program services.
The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development.
The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals.
Decision-making as part of a process of continuous improvement is informed by stakeholders such as: Parents, Community partners, District leadership, County Offices of Education, Non-profit organizations, Public officials, Local businesses, Youth
The program seeks to collaborate with the appropriate school, community, regional, statewide, and national stakeholders in order to leverage resources.

Staff engage, communicate, and connect parents to information and services available to them within their community and school.
Staff meet regularly, both formally and informally, with partners to discuss data and agree upon program goals and design.
Staff hold collaborative meetings with both internal and external partners to discuss impact, highlights, and areas of growth.

Participants share their experiences and feedback about the program to inform program design.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program establishes a clearly defined continuous quality improvement process that:
- Outlines improvement goals and action steps
- Includes a timeline with dates for action steps and quality improvement discussions
- Incorporates feedback from staff, youth, parents, and K-12 partners
- Describes the information or data needed to assess quality
- Clearly describes the responsibilities and roles for each person on the improvement team
The program develops a set of guiding questions that are related to the program design, desired program outcomes, and impact.
The program creates a plan for how to gather information from multiple sources that will answer the guiding questions and includes:
- The type of information for each guiding question
- Whom to collect information from
- A timeline for collection
The program establishes a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used.
The program records and keeps track of the information it collects in a manner that protects the confidentiality of stakeholders.
The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and requests their feedback.

Staff demonstrate their commitment to continuous improvement on a daily basis through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity.
Staff help collect data and are supported in using this data to understand strengths and weakness in programming.
Staff engage participants in the continuous quality improvement process by regularly soliciting their feedback about program activities.
Staff share data about the program strengths and challenges with participants, and involve them in program planning and goal setting sessions.
Staff use outcomes to prioritize future work around program design, professional development, and program practices.

As age-appropriate, participants are actively engaged in assessing strengths and weaknesses, and provide input for improvement based on quality standards.

Expanded Learning Opportunities
Program Plan

11—Program Management

Describe the plan for program management.

The program creates and annually updates manuals that:
- Address fiscal management, personnel policies, and program operation
- Include clearly defined policies, procedures, practices, and staff/partner roles
- Adhere to federal, state, and local requirements

The program creates and distributes user-friendly parent handbooks that describe policies and procedures, and that are available in languages spoken by parents.

The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes:
- Staff job descriptions
- Lines of supervision
- Information about who to ask for resources
- The percentage of direct service and administrative costs that is allocated for each position

The program has a strong fiscal management system that includes:
- A well-documented budget with line item expenses and the duration and amount of each revenue source
- Enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year

The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.

The program maintains written agreements that define roles and responsibilities of all subcontractors and partners.

Staff at the program and site level use various well-defined channels of communication, including regular meetings, with all stakeholders.

Staff at the program and site level keep up-to-date and accessible records on all participants and employees.

Site coordinators manage site-level budgets, have the flexibility to make site-level decisions about spending, track their expenses using the program's fiscal management system, and have a process for requesting additional funds when needed.

Managers at all levels take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Students who qualify for ELO-P funding are entitled to all of the same resources that we currently offer our tuition and ASES students, such as: after school tutoring, sports, academic enrichment, STEAM rotations, community outreach programs, supper program, cooking clubs, agriculture club, science club, field trips, and more

ELO-P funding will be used to hire and retain more staff, sponsor families who wouldn't otherwise qualify for our tuition or ASES program, transportation for after school sports and/or field trips, offer more community outreach programs,

Expanded Learning Opportunities
Program Plan

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?

We currently offer before school and after school care for EAK, TK, and/or Kindergarten at 6 of our 9 schools. Younger students have their own playground while outside and their own classroom/inside space for academic enrichment and play. Having our own space for EAK/TK/Kinder allows our specialized staff to focus on the needs of the younger students.

The LUSD ESS Program is available from 6am - 6pm on all school sites. Employees with Child Development credits are assigned to the younger students.

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.

ESS (tuition & ASES sites) currently operates a 12 hour (6am - 6pm) program year round.

ESS (tuition & ASES sites) have provided childcare for EAK/TK/Kinder for the past several years.

School Day -
Open from 6am - start school time
Students have the opportunity to eat their breakfast, play games, work on STEM activities, run/walk laps around the track, finish homework, speak with staff about any social/emotional problems.

End of school time - 6pm
Enrichment hour - work on homework, STEM activities, community outreach projects.
Supper Program - each day students get a hot fresh meal
Organized play - team sports, playground, board games, electronics

Summer -
6am - 6pm
Free meals, daily STEAM rotations, weekly field trips

Expanded Learning Opportunities
Program Plan

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC **Section 46120(b)(2):**

> [LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

> (2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

> (A) The department's guidance.

> (B) Section 8482.6.

> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC **Section 46120(b)(1)(A):**

> On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC **Section 46120(b)(1)(B):**

> For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

Expanded Learning Opportunities
Program Plan

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

Expanded Learning Opportunities
Program Plan

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.

ELO-P Actual Expenditures

	2021-22	2022-23	2023-24
REVENUE	1,153,213.00	1,105,157.72	2,510,601.73
Summer Education Programs			
Staffing		434,436.01	437,757.64
Supplies		22,229.37	6,250.16
Staffing Agency		6,851.78	24,162.60
Consulting Services		21,576.96	43,994.52
	0.00	485,094.12	512,164.92
Before/After School Programs			
Staffing		1,522,256.06	820,152.31
Supplies		56,313.31	13,549.12
Program Costs		194,707.23	22,070.88
Facilities			611,273.34
	0.00	1,773,276.60	1,467,045.65
EXPENDITURES	0.00	2,258,370.72	1,979,210.57
BALANCE	1,153,213.00	0.00	531,391.16