



**REQUEST FOR PROPOSALS
2024-2025**

**EXPANDED LEARNING OPPORTUNITIES PROGRAM
and AFTER SCHOOL EDUCATION AND SAFETY**

Submit all questions/inquiries to:

Vacaville Unified School District
Educational Services
Expanded Learning Opportunities Program
Attn: Aaron Toliver Intervention Systems
and Career Readiness Coordinator
401 Nut Tree Rd
Vacaville, CA 95687

Email: aaront@vacavilleusd.org

Phone: (707) 453-6123

*****Organizations will need to register with the VUSD Expanded Learning Opportunities Program to receive access to an assigned Google folder for submission.***

**Deadline for Submission of
questions/inquiries:**

**Friday, February 2nd, 2024
10:00 AM**

**Deadline for Submission of
proposals:**

**Friday, February 16th, 2024
10:00 AM**

**Request for Proposals for Expanded Learning Opportunities
Program RFP 24/25
Notice to Bidders**

NOTICE IS HEREBY GIVEN THAT THE Vacaville UNIFIED SCHOOL DISTRICT acting by and through its Board of Education, will receive up to, but not later than **10:00 AM on Friday, February 16th, 2024** proposals for the District's:

**RFP 24/25
Expanded Learning Opportunities Program
After School Education and Safety**

1. Organizations will need to [register with the VUSD Expanded Learning Opportunities Program](#) to receive access to an assigned Google folder in which to upload their proposals.
2. All submittals must be uploaded as PDF files and made accessible to VUSD. Uploaded documents will be date/time stamped and must be received by 10:00 AM on Friday, February 16th, 2024
3. The RFP application, including supporting documentation as applicable, must be complete to be considered. Missing information or files may result in a disqualification from the current RFP process.

Applications submitted into their assigned Google Folder within a Google Drive link.

The District reserves the right to reject all proposals, to accept or to reject any one or more items of a proposal, or to waive any irregularities or informalities in the proposals.

Timelines:

Deadline for Questions/Clarification Requests- Friday, February 2nd, 2024

District Issues Responses to Questions/Clarification Requests- Friday, February 9th, 2024

Proposals Due- Friday, February 16th, 2024 @ 10:00 AM

District Issues Notice of Intent to Award- Friday, March 8th, 2024

Board of Education Award of Contract- Thursday, March 21st, 2024

Request for Proposals for Expanded Learning Opportunities Program/ASES

- 1. Purpose.** The Vacaville Unified School District (“District”) or (“VUSD”) is requesting proposals from qualified organizations (“Organization”) to serve as an Expanded Learning Opportunities Program (“ELOP”) provider to independently design, plan, administer, and operate high quality expanded learning opportunities programs at one (1) or more elementary and/or middle schools within the District. ELOP grant funds have been apportioned to VUSD for purposes of before/after school, summer, or intersession enrichment programs, in accordance with Education Code §46120. “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. 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. The District will select the Organization(s) most qualified to meet or exceed the District’s requirements. The District reserves the right to select one or more Organizations for projects during the term of the contract. Selected Organization(s) may be requested to provide services on more than one project concurrently.
- 2. Term.** The contract entered into between the selected Organization(s) and the District, pursuant to this RFP, will be for a period of one (1) year with the option to renew up to four (4) years at the discretion of the District. The award of a contract is subject to approval by the District’s Board of Education.
- 3. Deadline for Submittal of Proposals.** A digital proposal must be received by the District on or before **10:00 AM on Friday, February 16th, 2024** Proposals must be submitted in accordance with the instructions herein.

 - 3.1. Organizations must register with the VUSD Expanded Learning Opportunities Program using [THIS LINK](#) to receive access to an assigned Google folder in which to upload their proposals.
 - 3.2. Completed submittals uploaded as PDF files and made accessible to VUSD. Uploaded documents will be date/time stamped.
 - 3.3. Applications submitted by facsimile, telephone, or electronic mail will not be accepted. Applications with incomplete or missing responses/information may be disqualified.
- 4. Clarifications and Questions.** Questions regarding this RFP or clarifications to requirements of this RFP must be directed to the District’s RFP Contract. Do not contact or communicate with any other District employee or official regarding this RFP. Contact or communication by any Proposer with any District employee or official other than the District RFP Contract may result in the District’s rejection of such Proposer’s response to this RFP.

Questions or clarification requests must be submitted to the District's RFP Contract prior to the latest date/time for submitting questions and clarification requests set forth in the Schedule of Events below. The District will not respond to questions or clarification requests after the latest date/time for submitting questions and clarification requests. From the period beginning on the date of the issuance of this RFP and ending on the date of the award of the contract, no person, or entity responding to this RFP, nor any officer, employee, representative, agent or contractor representing such a person or entity shall contact through any means or engage in any discussion regarding this RFP, the evaluation or selection process or the award of the contract(s) with any member of the District's Board, Committee members or with any employee of the District except for clarifications and questions as described herein. Any such contact shall be grounds for the disqualification of the Organization submitting a proposal.

Expanded Learning Opportunities Program Coordinator

Aaron Toliver

aaront@vacavilleusd.org

(707) 453-6123

5. Addenda. The District may modify this RFP by issuance of Addenda to this RFP. Addenda, if issued will be distributed by the District to Proposers who have obtained this RFP from the District pursuant to the Instructions for Bidders.

6. RFP Proposal Responses.

- 6.1. Proposer Costs. All costs associated with the preparation of the Proposal will be solely the responsibility of the Proposer.
- 6.2. Public Records. Proposals and other documentation submitted with Proposals shall become the property of the District upon submission. Except for materials exempt from disclosure by law all Proposals and other materials submitted with Proposals are public records subject to disclosure under the Public Records Act.
- 6.3. Binding Proposals. The proposal submitted by the interested Organizations shall be irrevocable for a period of sixty (60) days from the official closing date for the receipt of proposals.
- 6.4. Withdrawal of Proposals. A Proposer may withdraw a submitted Proposal prior to the latest date/time for submitting Proposals. Withdrawal of Proposals shall be effective only if in writing, bearing the signature of the person who executed the Proposal.
- 6.5. Contract and Certifications. The selected Organization(s) will be required to execute a contract with the District and may be required to submit additional certifications, including, but not limited to, certifications related to Education Code §§ 45122.1 through 45125.5 related to fingerprinting and criminal background checks.

7. Schedule of Events. The District anticipates completing RFP activities in accordance with the following Schedule of Events. The District expressly reserves the right to amend the RFP Events noted below and/or the dates for RFP Events.

Event	Date
Deadline for Questions/Clarification Requests	Friday, February 2nd, 2024
District Issues Responses to Questions/Clarification Requests	Friday, February 9th, 2024
Proposals Due	Friday, February 16th, @ 10:00 AM
District Issues Notice of Intent to Award	Friday, March 8th, 2024
Board of Education Award of Contract	Thursday, March 21st, 2024

8. Program Design. The District’s mission is to ensure that its graduates will be prepared for success in both college and career by possessing the knowledge, skills, and certifications necessary to be successful in any post-secondary environment. In alignment with this, VUSD will offer an Expanded Learning Opportunities Program for students in TK-6 (priority). The program shall serve multiple groups of students at either 20:1 or 10:1 (or better) ratio, depending on grade level, across multiple District elementary and middle school campuses. School sites participating in the ELO Program, shall include, but not be limited to:

Alamo Elementary	Fairmont Charter Elementary)
Browns Valley Elementary	Hemlock Elementary
Callison Elementary	Markham Elementary
Cooper Elementary	Padan Elementary
Orchard Elementary	
Sierra Vista Elementary	

Through this RFP process, the District seeks to identify organizations who demonstrate experience and capacity to develop and provide high quality expanded learning programs for District students in line with the District’s design and vision for the ELO Program.

The ELO Program will provide numerous opportunities for students to experience active and engaged learning through innovative projects and activities that support and supplement, but do not duplicate, their instructional day. The District’s holistic approach to youth development will emphasize social-emotional well-being, fostering positive social interactions, and cultivating a community of confident, capable, and caring young adults through leadership and service opportunities.

While ELO Program activities will not be replicas of classroom lessons, they will nevertheless be educative at their core. ELO Program offerings will revolve around English language arts, math, STEAM, visual and performing arts (“VAPA”) as well as high school, college, and

career/workforce readiness. Through such programming, the District seeks to create opportunities for students to bolster and enrich their understanding of core content standards by engaging them in meaningful, high-interest, creative ways that embed and “hide” academic material. Input from parents, students, staff, and administrators will ensure that the District’s ELO Program reflects the needs and wishes of the community as well as align with California State Standards.

An array of academic enrichment programming may, based on site needs and student interest, include, but are not limited to:

- Homework assistance and academic tutoring
- STEAM - robotics, coding, engineering, Science Olympiad
- VAPA - visual arts, choir, dance, musical theater, instrumental music (in partnership with community-based organization, Harmony Project)
- Career and Technical Education (CTE) - food service and hospitality, graphic design, sports medicine, Femeineers
- Health and fitness - cheer, swimming, organized sports, tournaments and intramurals
- High school and college readiness - academic support, high school and college visits
- Leadership - service-learning projects, civic education
- Career readiness - financial literacy, career planning (including resume drafting and interview preparation), entrepreneurship

The ELO Program, which will be offered free of charge to all eligible students, shall be designed to support the following purposes:

- Exceptional academic support programs to serve diverse learners in their growth and achievement of grade-level standards and beyond
- Enriching arts programs that offer students the opportunity to create, perform, present, produce, respond to, and connect with the different arts disciplines (dance, music, theater, visual arts, media arts)
- Fitness and athletic programs focused on promoting healthy life choices and developing the physical skills to participate and excel in a variety of sports with an emphasis on fair play and good sportsmanship
- STEAM programs that will help students become creators and innovators who can think critically, collaborate, and communicate effectively to generate and advocate for solutions to real world problems
- A caring and supportive environment where student leadership, voice, and choice are valued and nurtured
- Sites with TK programs will operate both AM and PM programs where needed. The hours can change from site to site.

- A copy of the District’s ELOP Plan Guide is attached to this RFP as **Appendix A**.

After School Education and Safety (ASES)- Vendors must be able to provide services to students at Fairmont Charter, Hemlock, Markham, and Padan Elementary Schools under the terms of the ASES grant. Provider requirements are detailed here: [ASES Education Code Requirements](#)

The minimum number of students enrolled for ASES at each school is:

- Hemlock Elementary- 38 students
- Fairmont Charter- 62 students
- Markham Elementary- 53 students
- Padan Elementary- 75 students

9. Program Requirements. Proposals are requested for providing after school ELO programs to TK-6 students at multiple District school sites between August 15, 2024 through June 6, 2025. with an additional 30 intersession dates:

Summer Program: July 29, 2024 - August 9, 2024 (10 days) 8:00 am -6:00 pm

Intersession Program: (20 days total) 8:00-6:00 pm

October 14, 2024 (1 day)

November 18-19, 2024 (2 days)

February 18-21, 2025 (4 days)

April 21-25, 2025 (5 days)

June 9-18, 2025 (8 days)

The ELO Program at District school sites shall operate 5 days per week (on every school day), commencing immediately at the end of the regular school day until 6:00 p.m. TK and AM K programs will begin at 8:00 am. Exact program hours shall vary based on school site and grade levels. The Proposer(s) awarded the Contract shall meet all applicable ELO Program grant requirements, as outlined in Education Code Section 46120, and follow all program requirements outlined in VUSD’s ELOP Plan Guide.

10. Provider Requirements. The Proposer(s) awarded the Contract shall be responsible for hiring and retaining all staff to implement the ELO programs at all participating District sites. The successful Proposer(s) shall employ and appoint site staffing to meet required ratios for each participating District school site. The successful Proposer(s) must have the appropriate childcare license if required to provide ELO Program services. The maximum allowable student to staff ratio is 20:1. The maximum allowable student to staff ratio is 10:1 for transitional kindergarten (TK) and kindergarten. The successful Proposer(s) shall ensure that all persons (whether employees or independent contractors) who provide direct supervision to District students in the ELO Program must have a high school diploma or its equivalent, and meet one of the following three requirements: (i) completed at least two years of college or 48 college units at an accredited institution of higher education; (ii) has obtained an associate’s degree or higher; or (iii) successful completion of the District’s para-educator test. The successful Proposer(s) shall certify compliance with: (i) Child Abuse and Neglect Act guidelines for Mandated Reporters as required by California Penal Code § 11164-11174; (ii) fingerprinting and background checks for all employees, contractors, agents and volunteers before they have

contact with any District students (Education Code Section 45125.1(e)), and (iii) have on file current documentation of Tuberculosis Screening and negative test results for all employees, contractors, agents and volunteers who have contact with District students. The successful Proposer(s) shall follow all District protocols as it relates to COVID screening and testing. **The cost of any fingerprinting, background checks, and health screenings shall be the responsibility of the successful Proposer(s).** The successful Proposer(s) shall be responsible for monitoring attendance of all student participants in the program and providing attendance reports to the District on a daily basis, as agreed upon.

11. Proposal Submission Requirements. Responses shall be submitted digitally in PDF and uploaded to the Google Drive submission link. Responses should be typed and should not include any unnecessarily elaborate or promotional material. Lengthy narrative is discouraged; presentations should be brief and concise. Company brochures and literature or other marketing materials can be submitted as a separate informational document, but must not be included as part of the Proposal. Standard company brochures will not be evaluated. The form, content and sequence of the response must be organized with the required contents described below. Proposer must ensure that each section is separated by a title page.

11.1. Transmittal Letter (not to exceed 1 page). The proposal should contain a cover letter and introduction, including the Organization name, address, and the name, telephone number, facsimile number and e-mail address of the person or persons authorized to represent the Organization regarding all matters related to the proposal. A person authorized to bind the Proposer to all commitments made in the proposal shall sign this letter. The letter must also contain the following statement:

“I have read the District’s Request for Proposals for ELO Program Services and fully understand its intent. I certify that we have adequate personnel, equipment, and facilities to provide the District with the services that we have indicated we can provide”.

11.2. Section 1: Executive Summary (not to exceed 1 page). Include a brief summary of the most significant attributes that your Organization has to offer and why your Organization should be selected.

11.3. Section 2: Organization Background/History (not to exceed 1 page). Identify ownership of Organization and provide a one-page history, including number of years your Organization has provided similar services for both public and private sector clients. Include description of the proposed program approach to providing the anticipated services on concurrent projects. Identify the single entity or person that is the primary point of contact.

11.4. Section 3: Location of Organization and Personnel (not to exceed 1 page). Provide the principal address of the Organization, and partners of joint venture organizations, if applicable. If sub-consultants will provide any of the ELO Program services, provide

principal address for all sub-consultants.

- 11.5. Section 4: Recent Experience. Provide details of the Proposer's experience in providing the ELO Program Services. This Section must include description of all ELO Program Services the Proposer is currently providing and has provided within the past five (5) years.
- 11.6. Section 5: Personnel and Capabilities. Include brief resumes of all individuals that will be assigned to complete any ELO Program services. Resumes must include qualifications, certifications, experience and capabilities of proposed personnel. Identify whether proposed personnel are employees or the Proposer or independent contractors to the Proposal.
- 11.7. Section 6: Student Safety Policy and Procedures (not to exceed 5 pages). Provide clearly written policies and procedures related to student supervision and safety. Proposers are expected to adhere to the District's comprehensive emergency and disaster plan, procedures and protocols, including, but not limited to any applicable COVID-19 safety requirements.
- 11.8. Section 7: References. Provide five (5) professional client references, including name, organization, address, email address and telephone number of persons who can attest to the Proposer and the proposed personnel performance.
- 11.9. Section 8: Claims and Litigation History. Identify all legal, arbitration or administrative proceedings to which the Proposer was a party. For each proceeding identified provide the following details:
- Brief summary of claim, dispute or matter in controversy
 - Summary of monetary demands/claims
 - All parties to the proceeding
 - The tribunal, forum or venue in which the legal, arbitration or administrative proceeding was conducted
 - Description of outcome

11.10. Section 9: Insurance.

Attach Certificates of Insurance evidencing that the Proposer has obtained the following policies of insurance with the minimum coverage limits noted below:

Policy of Insurance	Minimum Coverage Limits
Commercial General Liability	One Million Dollars (\$1,000,000) per occurrence Two Million Dollars (\$2,000,000) in the aggregate
Sexual Abuse/Molestation (or Professional Liability, if so, have to show SAM coverage is listed under professional liability)	One Million Dollars (\$1,000,000) per occurrence One Million Dollars (\$1,000,000) in the aggregate
Worker's Compensation	In accordance with applicable law
Employers Liability	One Million Dollars (\$1,000,000)

The District and its officers, agents and employees shall be additional named insureds to the Proposer's commercial general liability policy. The Proposer's general liability insurance shall be primary; any policy of liability insurance obtained by the District shall be excess and non-contributory to the Proposer's general liability policy of insurance.

11.11. Section 10: Personnel Rates. Submit the completed and executed form of proposed Personnel Rates incorporated into this RFP.

12. Evaluation Criteria. An evaluation committee, consisting of District personnel will review Proposals based on evaluation criteria described herein and submit recommendations to the Board of Education for award of contract(s). In addition to its own staff, the District may utilize the services of one or more individuals from other agencies to evaluate Proposals. The District reserves the right to reject any proposal which is non-responsive or fails to meet the minimum requirement of this RFP.

The District reserves the right to reject any and all proposals at any time prior to contract award without obligation in any manner for preparation, interview, fee negotiation or other marketing costs associated with this RFP.

The District may consider evidence of untimely and unsatisfactory performance on prior similar projects or litigation by the applicant on previous contracts to disqualify any applicant.

Evaluation of the proposals shall be based on a competitive selection process in accordance with the following criteria:

- 12.1. Responsiveness and Quality of the Proposal. The District will consider the overall responsiveness and quality of the proposal, clearly stating the understanding of the purpose, scope and objectives of the program and demonstrating a good practical approach and work plan to achieve these objectives.
- 12.2. Expertise and Qualifications. The District will consider the overall technical expertise and qualifications of the Organization, including the Organization's principals and staff and depth and availability of staff and resources to meet anticipated schedule and program requirements.
- 12.3. Past Performance. The District will consider the past performance of the proposing Organization on relevant similar work previously accomplished for school districts.

13. Award of Contract.

- 13.1. Notice of Intent to Award Consultant Agreement. At least five (5) days prior to the date of the District's Board of Education meeting to consider award of Contract(s) pursuant to this RFP, the District will issue a Notice of Intent to Award Contract, identifying the Proposer(s) to whom the District intends to award the Contract(s) and the date/time/place of the District's Board of Education meeting at which award of the Contract(s) will be considered.
- 13.2. Bid Protest. Any Respondent submitting a RFP Response to the District may file a protest of the District's intent to award the Contract(s) provided that each and all of the following are complied with: (i) the bid protest is in writing; (ii) the bid protest is filed and received by the District's ELO-P Coordinator not more than three (3) calendar days following the date of issuance of the District's Notice of Intent to Award the Contract(s); and (iii) the written bid protest sets forth, in detail, all grounds for the bid protest, including without limitation all facts, supporting documentation, legal authorities and argument in support of the grounds for the bid protest; any matters not set forth in the written bid protest shall be deemed waived. All factual contentions must be supported by competent, admissible and credible evidence. Any bid protest not conforming with the foregoing shall be rejected by the District as invalid. Provided that a bid protest is filed in strict conformity with the foregoing, the District's ELO-P Coordinator or such individual(s) as may be designated by him/her, shall review and evaluate the basis of the bid protest. The District's ELO-P Coordinator or other individual designated by him/her shall provide the Proposer submitting the bid protest with a written statement concurring with or denying the bid protest. Action of the District's ELO-P Coordinator is final and not subject to appeal to any other employee or officer of the District or the District's Board of Trustees. The rendition of a written statement by the District's ELO-P Coordinator (or his/her designee) addressing disposition of the bid protest is an express condition precedent to the institution of any legal or equitable proceedings relative to the bidding process, the District's intent to award the Contract(s), the District's disposition of any bid protest or the District's decision to reject all RFP

Responses. In the event that any such legal or equitable proceedings are instituted and the District is named as a party thereto, the prevailing party(ies) shall recover from the other party(ies), as costs, all attorneys' fees and costs incurred in connection with any such proceeding, including any appeal arising therefrom.

- 13.3. Award of Contract(s). Authority to award the Consultant Agreement is vested solely in the District's Board of Education. Award of the Contract(s) will be considered in an open public meeting of the Board of Education conducted in accordance with applicable law.

[END OF SECTION]

**Request for Proposals for Expanded Learning Opportunities
Program RFP- 2024/25
ELO Program Services**

The ELO Program Services are as follows

1. Provide various academic enrichment programming and services for the District's Expanded Learning Opportunities Program, in accordance with Education Code Section 46120 and consistent with the District's ELOP Plan Guide, to support the following purposes, which include and may not be limited to:
 - Academic enrichment and support programs
 - Visual and Performing Arts programs.
 - Fitness and athletic programs.
 - STEAM programs.
 - Career and Technical Education programs and/or career readiness programs.
 - Leadership programs, service-learning projects, and civic education.
 - High school and college readiness programs.
2. Develop and implement necessary curricula, instructional plans, and/or program guidelines, as applicable for the needs of each respective school site. Directly provide all materials and supplies related to the proposed program.
3. Schedule and coordinate the assignment of Organization employees and/or contractors at each school site to implement the ELO Program. Ensure that fingerprinting and background checks are conducted for all Organization employees and/or contractors before they have contact with any District students.
4. Collect reliable data and outcome measures, as determined with the District through a collaborative process, which addresses the performance indicators for the ELO Program.
5. Maintain and submit accurate records of the program plan, attendance policies, students' sign in/sign out records, staff records, monthly attendance reports, and any other records or reports as may be agreed upon with the District.
6. Attend and participate in meetings as requested by the District and/or ELO Program coordinator(s) at each school site to discuss the progress of the program.
7. Regularly monitor and evaluate the program, in a manner as agreed upon with the District.
8. Share District facilities and work cooperatively with District staff and other community programs or organizations.
9. The services shall be performed at lump sum fixed price or the hourly billing rates incorporated into the Contract awarded by the Board of Education.[END OF SECTION]

ELO Program Services Proposal

Proposer Name: _____

The Proposer will complete the ELO Program Services described in the RFP as follows:

- 1. ELO Program Price Proposal.** The Proposer is submitting their bid to perform the ELO Program Services on the basis of:

The proposed amount is allocated to the school sites as follows:

School Site	TK - K # of Students Enrolled	TK - K Per Pupil Cost	Grades 1 - 6 # of Students Enrolled	Grades 1 - 6 Per Pupil Cost	Total Amount for Site
Alamo Elementary					
Browns Valley Elementary					
Callison Elementary					
Cooper Elementary					
Orchard Elementary					
Sierra Vista Elementary					
Fairmont Charter Elementary					
Hemlock Elementary					
Markham Elementary					
Padan Elementary					
Totals					

- Vendors have the option to apply for services at some or all of the above site locations.
- Per pupil cost should include all costs incurred by the vendor to operate the program. Examples include: Personnel, Supplies, Snacks, etc. The District will provide the facilities.

- 2. Expenses.** The ELO Program Services Price Proposal set forth in Paragraph 1 includes all expenses, costs, or other charges incurred to complete the Consultant Services:

- Yes
- No. If no, provide details of the expense items that the Respondent proposes be subject to reimbursement on an attachment to this Proposal.

[CONTINUED NEXT PAGE]

3. Authority. The undersigned is an employee of the Proposer and is duly authorized to: (i) complete and submit this Proposal on behalf of the Proposer; and (ii) to bind the Propose to the proposed pricing set forth in this Proposal.

Dated: _____

By: _____

Title _____

[END OF SECTION]

APPENDIX A
VACAVILLE UNIFIED SCHOOL DISTRICT ELOP PLAN GUIDE

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



Vacaville Unified School District
401 Nut Tree Rd
Vacaville, CA 95687
707-453-6114



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

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

Local Educational Agency (LEA) Name: Vacaville Unified School District

Contact Name: Aaron Toliver

Contact Email: aaront@vacavilleusd.org

Contact Phone: (707) 453-6123

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. Alamo Elementary School
2. Browns Valley Elementary School
3. Cooper Elementary School
4. Edwin Markham Elementary School
5. Eugene Padan Elementary School
6. Fairmont Elementary School
7. Hemlock/Ace Elementary School
8. Jean Callison Elementary School
9. Orchard Elementary School
10. Sierra Vista K-6

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.

VUSD priority is providing a safe, nurturing environment in which youth can experiment with learning, develop their potential and grow. VUSD has embarked on a plan to implement strategies to improve and better coordinate Social-Emotional Learning (SEL) practices at all of our schools. The goal is to provide alignment to high-quality SEL practices within the school day and expanded learning staff. A safe and supportive environment begins with well-trained staff in both safety protocols as well as best practices in youth development. The Expanded Learning Opportunity Program (ELO-P) will be participating and receiving training on the social-emotional programs being utilized as an adopted curriculum at each school or by partnering contracted agencies.

The implementation of other best practices will also be supported in the program. Practices such as Positive Behavior Intervention System of Support (PBIS) will be utilized across the ELO-P programs in order to build consistency and allow for positive ways to reinforce good behavior. Moreover, through the implementation of restorative practices, student behavior will be supported by seeking opportunities to reflect and restore on their actions. The goal is to continue to search for programs, curriculums and resources that will continue to enhance the learning environment of students while at the same time allowing for safe and community guided spaces.

In regards to safety, protocols like those of Standard Response will be expanded beyond the school day to make sure that student safety is a priority. ELO-P staff will be trained and supported on these methods in order to respond to a threat inside or outside the school setting while the program is in effect.

Programs will be operated from all school sites. Program Administrators work closely with regular school day staff, principals, and ELO-P staff to ensure that emergency procedures align with the regular school day. Safety Training includes Earthquake, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, Fire, and providing important emergency contact information (Child Protective Services, local police department, and Maintenance and Operations). Every month during the after-school program hours one of the following practice drills is conducted; secure campus, lockdown, earthquake, and fire drills.

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.

ELO-P will meet the needs of students by providing support and resources in both academics and enrichment. Programs are correlated with the California State Standards designed to reinforce core academic subjects: reading/language arts, mathematics, social studies, and science. Tutoring and/or homework assistance, additional services, and enrichment activities such as visual and performing arts, Social Emotional Learning (SEL), music, career and college awareness, physical activity, promotion of health/nutrition, technology, art, STEAM, and Robodox activities are provided. Student performance levels and progress are regularly shared with classroom teachers and students' families. A variety of programs are used to enhance student achievement in literacy through board-approved curriculum. Academic support is also coordinated with the school site to provide intervention in language arts and mathematics for struggling students.

Students are able to pursue studies of subjects or themes that are of interest to them. A number of curriculum tools and community partnerships are incorporated into our educational enrichment elements. Examples are Starbound, Air Blair Athletics, AMP Beats, and School of Rock. The ELO-P will engage student participants in activities that promote collaboration and introduce students to a variety of experiences. Enrichment opportunities will include a variety of hands-on activities that promote social emotional

learning, literacy, communication, collaboration, critical thinking, creativity, and caring. Activities may include athletics, art, music, outdoor education, STEM, clubs, community outreach, public speaking, field trips, and homework help. A site lead liaison from each school will help support learning activities by updating program staff about student learning during regular instruction so that after school learning activities support regular instruction.

The planning of educational enrichment activities will involve a collection of student and site data that will drive the selection of educational enrichment activities. Student data will be collected through surveys and/or feedback focus groups where students will be able to select an interested club or activity. These surveys and/or focus groups will consist of a series of questions that will be focused on enrichment interests and suggested clubs. The surveys and/or focus groups will be administered throughout the year to support in identifying the site's educational enrichment focuses. This will give an opportunity for student voices to drive the selection of activities offered at school sites. Site data will also be considered if there is a need for specific programs that focus on character development, cultural awareness, community and civic engagement.

Through these educational enrichment activities, students experience successful results that are demonstrated in projects that they create. They also participate in celebrations with staff and families to recognize their achievement. School and district display areas are utilized to showcase ELO-P activities. Newsletters, websites, and district public information office also offer opportunities to focus on student activities in ELO-P.

3—Skill Building

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

The ELO-P educational and literacy element includes literacy and mathematics reinforcement and tutoring/ homework assistance designed to help students meet grade-level standard skills. The focus on educational literacy and enrichment includes a variety of activities designed to promote academic achievement and overall student success. Homework assistance is provided Monday through Friday for a minimum of 45 minutes. During that time, the ELO-P will offer rotations that reinforce literacy skills. Students are grouped into classes and activities according to grade level. An educational enrichment component that reinforces and complements the schools' academic programs will consist of a minimum of 45 minutes per day that focuses on physical education, arts, music, dance, drama, STEAM, technology, coding, and health and nutrition. Students will develop SEL skills through participation in community building circles that build trust and communication, mindfulness practices to identify and regulate emotions, and restorative justice practices that invite students to repair harm. ELO-P will also provide intentional opportunities for students to develop skills to be college and career ready such as career and college days.

The ELO-P will also support language development skills in English Language Learner (ELL) students. The benefit from the ability to practice the use of language with peers in both formal and informal settings will provide additional language development.

Program staff and fellow students build relationships that create an atmosphere of trust. This trust promotes taking the risk to speak when otherwise the student may not. The ability to participate in ELO-programs helps develop the whole child.

At the beginning of each year, the VUSD ELO-P Coordinator reviews the ELO-P/ASES program with the site Principals. Principals review the program with their staff. Recommendations and program changes are reviewed with the subcontractor operating the daily program.

4—Youth Voice and Leadership

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

The ELO-P focuses on supporting the whole child to achieve academic success and to become productive community members. In order to have student success, it is essential to gather feedback from all stakeholders. Student input is critical to the program. Students are surveyed and evaluated by staff to guide in the development of training, curricula, and projects that will meet students' needs and interests. Student feedback will be gathered through surveys and focus groups and will be used to determine enrichment programs that are selected. Student surveys will allow for students input regarding program design and activities. Students will also have choices of clubs and enrichment opportunities based on their interests. Knowing what students are struggling with helps guide support, but having student input assists in matching the curriculum to the student interest.

The ELO-P embraces the concept of student voice and leadership. Students are encouraged to not only provide input, but also help design and run the ELO-P at the sites by completing annual surveys, daily check-ins with students, and routine paper surveys/suggestion boxes. As part of the SEL curriculum, all students will share and engage with others in community circles and daily check-ins. Leadership opportunities are provided for students through clubs and supporting peers. Older youth are put into support positions to aid staff during program activities. Students typically assist with line management, reading-buddy, put in charge of "checking out" play equipment, etc.

These leadership opportunities are designed to reinforce both positive behavior and modeled behavior.

At the end of each school year, students provide input through a survey regarding the ELO-P. Students have the opportunity to express about the things they liked and what they would also like changed about the ELO-P. The information is shared with program staff, students, and parents to help improve the program. When developing clubs, new

activities, and service learning projects, students at each site will have the opportunity to participate in determining selections.

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.

VUSD's Food and Nutrition Department works closely with our extended learning staff to guarantee healthy options and to provide snacks that meet state and federal nutritional requirements which are based on the USDA Dietary Guidelines. The Vacaville Unified School District Food and Nutrition Department will work with the Provider in ensuring that the snacks and meals being provided meet the federal guidelines.

Some examples of healthy snacks are:

- Animal Shaped Whole Graham Crackers and Milk
- Whole Grain Cheez-its
- String Cheese
- Fruit Variety
- Hot Supper

Along with providing snacks and supper as nutritional options, there will be an education component attached to the healthy choices. There will be an emphasis in research-based curricula that focus on healthy lifestyles/healthy choices-behaviors area. By providing this education, the goal is to create healthy habits in our students not only in their diet but also in their physical activity.

The Vacaville Unified School District Food and Nutrition Department can prepare and deliver food to our schools. An additional cost may apply.

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.

Our student re-engagement specialists will provide support in all areas specifically designed for meeting the needs of our students. Their role is to identify barriers and advocate for resources and support. For example, one-on-one meetings with families that need transportation support and/or identifying other barriers. We also work closely with case managers and site 504 coordinators ensuring appropriate accommodations are in place for students in the extended learning programs. Students also have an opportunity to share their diverse backgrounds through end-of-year programs, talent shows, showcases, and multicultural events. All these activities provide ways for students to share their diverse backgrounds, languages and culture.

Furthermore, The ELO-P will actively recruit and hire staff that reflects the community of the students we serve. Through a variety of activities, students develop a better understanding and appreciation of diverse cultures and their values. Staff work to link activities to students' backgrounds, experiences, and knowledge. Program planning is also done through a culturally sensitive lens. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program.

7—Quality Staff

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

The ELO-P will recruit and retain high quality staff and provide ongoing professional development based on staff and student needs. VUSD may support the program by contracting with outside agencies. If staff is hired and employed by contracted agencies, the staff directly supporting children in the program will meet the same requirements as Paraprofessional Instructional Assistants for afterschool programs. Staff will participate in professional development as required by the district, as well as the partner agencies. Some of these training include opportunities in restorative justice practices, trauma informed practices in schools, classroom management, sports, literacy, and STEAM.

ELO-P funding will allow our schools to increase service offerings in academics, wellness and enrichment and give students and families the flexibility to participate based on their needs. The positions within the Vacaville Unified School District's ELO-P hired directly by VUSD and working at a site level will have a detailed list of job duties and responsibilities that are tied to their job description. Each applicant is vetted through the VUSD Human Resource Department and ELO-P department. A thorough background and interview process takes place, to ensure students engage with highly qualified staff. ELO-P staff will take part in continuous professional development throughout the year.

8—Clear Vision, Mission, and Purpose

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

The Vacaville Unified School District's ELO-P's vision and mission are the same as those of the district:

VUSD works to achieve the mission of graduating all students by providing academic excellence and CHOICES that encourage unique and individualized learning experiences. We place precedence on imparting a sense of belonging and commitment to community. Fostering lifelong learning lays a foundation for character, work ethic, collaboration and confidence to aspire and achieve.

VUSD students are exposed to college and career readiness opportunities that give direction and purpose after graduation. We believe the outstanding talent and dedication of our teaching and support staff enables our students to accomplish great things.

The ELO-P aligns with the district's overarching LCAP priorities and goals:

Goal 1: While developing future-ready skills, our students will graduate with more than a diploma. All students will be college and career ready with the academic skills that prepare them for an ever-changing, increasingly competitive job market.

Goal 2: Using a variety of interventions from our Multi-Tiered System of Supports, we will help students transcend learning barriers (academic, social/emotional, trauma, language) so that they may learn at high levels and achieve their academic and future-ready goals.

Goal 3: We will provide all our students with a safe and welcoming learning environment that encourages the development of the necessary social-emotional competencies to ensure they are life-ready upon graduation. Those competencies include a strong work ethic, resilience, critical thinking / problem solving skills, and empathy.

9—Collaborative Partnerships

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

We currently have a collaborative partnership with multiple entities in the community to help support the before school and after school programming. Partnerships like Right at School, CreativeArt, The Vacaville Neighborhood Boys and Girls Club, TGIF through the City of Vacaville, and other community based organizations are an integral part of the implementation of the program. As we implement the program plan, we will continuously seek input from our stakeholders such as parents, community partners, district leadership, district staff, county offices of education, non-profit organizations, public officials, local businesses, and our students. The ELO-P will collaborate with school site leaders to ensure that there is an integrated partnership between the school site and the ELO-P. We will

continue to engage potential partners (public and private) to sustain and expand the offering of services we are providing for our students in the ELO-P. We will develop collaborative partnerships that are formalized and clearly articulated through written agreements and are maintained through ongoing meetings and other systems of communication. We will meet regularly with our partners to design our program and establish goals based on the needs of our students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ELO-P Coordinator will monitor the incorporation of best practices and strategies by conducting site visits. Assessment of progress will include pre and post-surveys of students, staff, parents and other stakeholders in an effort to seek constant formative and informative feedback that can help guide the program plan. The ELO-P Coordinator meets monthly with the principals at Elementary Leadership Meeting and/or each of our elementary school sites to debrief and discuss aligning the program to the school day and address any issues that arise in the after school program. Program staff participates in continuous monitoring of the program effectiveness in supporting the school day through regular staff meetings, surveys and collaboration with the school administration. Continuous Quality Improvement (CQI) is an ongoing process. VUSD uses data to assess their programs and develop improvement plans; then implement their plans, assess progress, and develop a plan to improve more. Critically, these plans include ongoing professional development for staff.

11—Program Management

Describe the plan for program management.

Program management will mirror management of the Vacaville Unified School District's After School Education and Safety program. The ELO-P Coordinator, in collaboration with other district and site administrators, will be responsible for overall program oversight. The ELO-P Coordinator will guide the program improvement process, submit necessary data reports to CDE, facilitate meetings with all site coordinators, develop a professional development plan, pursue community partnerships, and provide program information to the district community. Site leads will guide the daily operations of the program at each school site. This includes recording attendance, sharing program information with parents, ordering materials, meeting with site administrators, and leading staff meetings. Program staff hired by partner agencies will facilitate activities in the classroom with a 20 children to 1 adult ratio for students in first through sixth grade and a 10 children to 1 adult ratio for TK/Kinder students. Program staff will attend professional development opportunities planned by the district and partner agencies.

ELO-P funding will allow our schools to increase service offerings in academics, wellness and enrichments and give students and families the flexibility to participate based on their needs. ELO-P will increase access to educational and enrichment services beyond ASES current offerings. Currently, ASES program limits the number of students that access the program, based on funding level. By increasing access to educational and enrichment services, it will enhance our program vision and mission and goals of providing a safe environment and a variety of opportunities that enrich the lives of children and youth.

The ELO-P Coordinator, under the direction of the Assistant Superintendent of Student Services and Supports, will oversee the educational and enrichment programs for students by providing leadership in planning, implementing, coordinating, and supervising the district's expanded learning programs. The ELO-P Coordinator will conduct regular site visits to build intentional relationships with site administration, staff, parents, students, and partner contracted agencies. The ELO-P Coordinator will work closely with Site Leadership (Site Leads) and contract agencies to ensure district goals and focuses are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards. Site visits will provide technical support in the areas, but not limited to, quality standards focus goals, staff, students and parent support, professional development, educational partner guidance, etc.

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.

The VUSD currently contracts with the Right at School to implement the ASES program. Currently the ASES grant serves students at four of our ten elementary school sites. The goal of the VUSD is to create one cohesive after school program that incorporates all 10 TK-6 grade elementary school sites.

The goal of a comprehensive and universal Expanded Learning program would be to build partnerships to provide after school programs at all ten TK-6 school sites.

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?

The TK/Kinder program provides a balanced approach of play and academics. Staff support student learning by taking cues from children's interest and expanding into activities and projects. TK/Kinder staff meet with teachers to discuss goals, strengths, and challenges as it relates to the children attending and builds adult guided experiences to complement school day learning.

Site leads will oversee programs at each site. VUSD staff may work with site staff to create and implement planned curriculum and activities. The curriculum and program activities will be based on the established State Curriculum Guides and materials for each appropriate grade level. The California Quality Standards will also provide guidance for program implementation.

Positions within the Vacaville Unified School District's ELO-P hired directly by VUSD and working at a site level will have a detailed list of job duties and responsibilities that are tied to their job description. Each applicant is vetted through the VUSD Human Resource Department and ELO-P department. A thorough background and interview

process takes place, to ensure students engage with highly qualified staff. ELO-P staff will take part in continuous professional development throughout the year.

Advertisements will be posted through EDJOIN and School District social media for new staff hiring. An emphasis will be placed on candidates who have previous experience and/ or education working with TK and Kindergarten students. Staff will receive training in working with younger students utilizing local and State Regional resources. Training will be ongoing during the regular school year. To ensure the proper 10:1 ratio additional staff members will be hired to lower the ratio below 10:1 and be available to fill in for any absences. Staff will be rotated where needed to maintain the proper ratio.

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 TK/Kinder Schedule:

11:15 – 11:30	Check-In
11:30 – 12:00	Lunch
12:00 – 12:30	Outdoor Activity
12:30 – 12:45	Bathroom Break
12:45-1:15	Circle Time/SEL
1:15 – 2:00	Reading and Math Intervention/Enrichment
2:00 – 2:15	Brain Break
2:15 – 2:30	Snack
2:30 – 3:15	Enrichment (STEAM/VISUAL)
3:15 – 3:30	Bathroom Break
3:30 – 4:15	Indoor Activity (Arts & Crafts)
4:15 – 4:30	Brain Break

4:30 – 5:00	Outdoor Activity
5:00 – 6:00	Centers/Closing Activities

Sample 1st – 6th Grade Schedule:

2:15 - 2:30	Attendance/Check-in
2:30 - 3:00	Snack/SEL
3:00 - 4:00	Homework/Tutoring, Intervention/Enrichment
4:00 - 4:40	Outdoor Recreation Activities or Sports
4:40 - 5:30	Enrichment Activities
5:30 - 6:00	Crafts/Projects/Clubs

NON-Instructional Day Sample:

7:30 AM - 8:00 AM	Check in/Breakfast
8:00 AM - 8:15 AM	Physical Activity
8:15 AM - 9:30 AM	Targeted Reading and Writing Support
9:30 AM - 9:45 AM	Recess
9:45 AM - 11:00 AM	Mathematics targeted support and interventions
11:00 AM - 12:30 PM	Science, Social, Studies, and STEAM
12:30 PM - 1:15 PM	Lunch
1:15 - 2:00 PM	Organized Physical Activity
2:00 PM - 2:20 PM	SEL
2:20 PM - 3:05 PM	Homework Assistance, Tutoring, Intervention
3:05 PM - 3:20 PM	Afternoon Snack
3:20 PM - 4:10 PM	Outdoor recreation activities or sports
4:10 PM - 5:10 PM	Enrichment Activities

5:10 PM - 6:00 PM

Crafts/Projects/Clubs/Check-out

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.