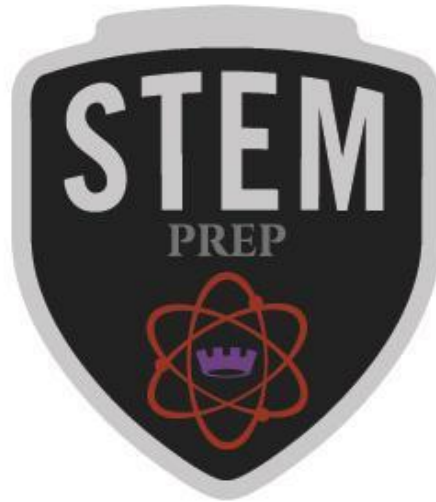


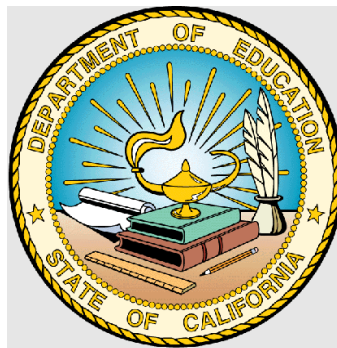
Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

STEM Preparatory Schools
3200 West Adams Boulevard
Los Angeles, California 90018



California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



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

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

Local Educational Agency (LEA) Name: STEM Preparatory Schools

Contact Name: Nicolas Orlando

Contact Email: norlando@stem-prep.org

Contact Phone: 323-795-0695

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. STEM Preparatory Elementary School
2. CROWN Preparatory Academy

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])

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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/qualstandccqi.asp>.

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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.

STEM Preparatory Elementary School (SPES) and Crown Preparatory Academy (CPA) seeks to build a comprehensive program that will be offered on site on the school site campuses.

STEM Preparatory Elementary School (SPES) and Crown Preparatory Academy (CPA) partner with Think Together to implement high-quality, student-centered before school, after school, summer and intersession programs that comply with all state and/or federal grant funding requirements.

STEM Preparatory Schools will expand and enhance its programs by developing one comprehensive program, utilizing ELO-P funding to provide a safe and supporting environment with Think Together partnering with SPES and CPA teachers and staff.

Each student’s physical and emotional safety is the number one priority of all program operations. SPES and CPA will work closely with Think Together to develop and deploy our Expanded Learning program in conjunction with the ASES and 21st Century programs. Think Together will follow health and safety procedures that are aligned with those of the regular instructional day.

SPES and CPA, in partnership with Think Together, continuously monitor site compliance to comprehensive program policies and procedures designed to ensure safe and supportive environments for all staff and students. Fundamental elements to our expanded learning program safety protocols include: **following staff to student ratios; comprehensive & ongoing staff safety trainings; daily attendance tracking; mandatory line-of-sight policies; periodic program-wide safety drills; clear reporting guidelines & procedures; and regular stakeholder meetings** to ensure that Local Education Agency (LEA) & school site personnel, all expanded learning staff, parents as well as students share a common understanding pertaining to safety expectations.

Likewise, the **Think Together 4 Program Agreements**, personalized in collaboration with students enrolled in programs at each site, is yet another key feature to ensure program safety.

BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	HAVE FUN!
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Off Campus Special Events/Field Trips

Specific policies and procedures are in place to ensure the safety of staff and students participating in off campus special events and field trips. In addition to the fundamental program safety elements identified above, Field Trip Approval Forms outlining pertinent event details (e.g., date, time, logistics, site maps, experiential learning outcomes, etc.) must be approved by the school site principal. Parent permission slips are signed and collected for each participating student, which includes a request for student agreement and adherence to the Think Together 4 Agreements modified for field trips/excursions.

The Site Leader and/or event coordinator is required to conduct a preliminary walkthrough of the field trip location, looking for:

- Bus parking
- Student drop off and pick up
- Any potential safety hazards
- Drinking water access
- Attain copies of the site map

During the off campus special event/field trip, students are required to wear wrist bands with an emergency contact number, in case a student gets lost or separated from the group. Staff-to-student ratios are reduced to 10:1 for all excursions. All staff are required to maintain communication via walkie-talkies and/or designated cell phones. Staff is required to consistently conduct student headcounts throughout the field trip every 15-20 minutes. Students must be in Line of Sight.

As part of our collaborative partnership between SPES and CPA and Think Together, instructional day staff work with the expanded learning program Site Leaders to review **School Site Safety Plans**, and to align protocols & procedures. The Site Leader must obtain a copy of the Safety Plan from the school administrator/liasion at the start of the school year. Each Site Leader follows the recommended procedures outlined for their assigned site and implements a monthly program-wide safety drill. **Monthly safety drills alternate between fire, earthquake, active shooter and lockdown procedures.**

Likewise, Site Leaders take responsibility for conducting monthly supply inventories for First Aid Kits supplied to each site. Additional supply orders are made as needed to ensure maintenance of fully stocked kits. Student accident and injury reporting procedures, as well as employee work-related injury protocols, are detailed in the Think Together Program Manual, which is easily accessible to all team members online.

Employee safety and injury prevention is also a priority at Think Together. We believe that our clear commitment to staff safety in the workplace contributes to an overall safe and supportive environment for students. To this end, we require participation in monthly safety

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and health trainings for all staff, as well as work to ensure compliance with Occupational Safety and Health Administration (OSHA) requirements for work environments.

Moreover, all expanded learning program employees of Think Together are considered **Mandated Reporters** and are legally required to report any suspicion of child abuse or neglect to identify law enforcement or child protective services agencies. The Think Together Program Manual provides specific guidelines to support staff in fulfilling this vital responsibility.

SPES and CPA, in partnership with Think Together, maintain clear expectations that all staff respect student rights. Expanded learning student participants in the Think Together have prescribed rights that include, but are not limited to, the following:

- Students have a right to be treated with respect and dignity
- Students have a right to be treated in a non-discriminatory manner
- Students have a right to express & practice their religious or spiritual beliefs
- Students have a right to review and participate in the design & facilitation of program components
- Students have a right to file a complaint or grievance regarding program services they receive.

To ensure physical and emotional safety for all students, Think Together is adamant about 100% adherence to comprehensive student **Line of Sight** policies & protocols, which require that all students are in a paid staff member's "line of sight" at all times. This means that staff consistently and effectively position themselves where they are aware of and can visually see all students 100% of the time, through every component of the program. To ensure line of sight, staff members manage their learning/engagement environment by walking around; and should maintain close proximity to ensure all students are following program expectations.

During restroom breaks, it is the responsibility of each staff member to implement outlined systems to ensure student safety with respect to their rights to privacy in the restroom.

Moreover, SPES and CPA and Think Together actively collaborate on a case-by-case basis to ensure adequate access to the expanded learning program for students with special needs and for those that require specific physical accommodations as appropriate, in compliance with relevant Ed Code.

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.

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SPES and CPA collaborate with Think Together in the operation of their grant funded expanded learning programs. Think Together’s mission is to partner with schools to change the odds for kids. To this end, Think Together delivers an active and engaging program designed to support academic and social milestones from cradle to college. Think Together intentionally supports student achievement by implementing researched-based skill building activities that have been shown to positively impact student achievement. Think Together’s Logic Model asserts that educational literacy and enrichment activities produce outcomes in social emotional competency, habits of mind, and career and college readiness.

STEM Preparatory Schools will expand and enhance its programs by developing one comprehensive program, utilizing ELO-P funding to provide an active and engaging learning environment with Think Together, SPES and CPA teachers and staff.



School Day Alignment

Think Together is based on the belief that education is the single most important factor in helping a young person achieve their full potential. The program focuses on reinforcing learning in academic content areas, by intentionally aligning with instructional strategies from the school day; as well as aligning with the overall school culture. This allows for a continuity of learning and development into the expanded learning/after school program environment. Think Together also implements a host of enrichment activities to provide opportunities for students to explore their interests and discover new capacities.

Alignment of the expanded learning/after school program includes, but is not limited to:

- Overall school culture
- State and national student standards (e.g., CCSS, NGSS)
- Curriculum & professional development
- Instructional techniques and/or strategies
- Technology-based interventions & assessments (where applicable)
- Positive behavior support system/approach: focus on building character, conflict resolution, how behavioral decisions impact future and making positive behavior choices

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Program Design

The Think Together program design for school sites is built around **3 Spotlights** that support positive youth development, **Agency, Academic Achievement,** and **Adventure**. Threaded through the program are also program **Focuses** on **Equity, Connection,** and **Well Being**, important assets for students to engage positively with their community and their learning. The program is informed by CA Quality Standards, Learning in Afterschool & Summer Principles, and Youth Development Principles.



The program intends to provide students with a well-rounded learning experience by incorporating a variety of options and opportunities through the program schedule. Activities and program content are categorized as **Learning Supports, Clubs, Camps & Connections, Social Awareness & Engagement, Parent/Family Engagement, Life Skills, Youth Voice & Leadership**. Planned program activities involve intentional academic alignments that promote academic persistence and seek to expand the horizons of young people. Youth are given the opportunity to uncover and develop their interests and talents via scaffolded

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risk-taking, meaningful challenges experiences, and the exhibition and demonstration of learning across subject areas that include but are not limited to: Healthy Living, English Language Arts, Mindfulness, Social Emotional Learning, Science, Technology, Engineering, Mathematics, Visual and Performing Arts, and Youth Development.



Example of Educational Literacy Best Practice: Aligned Academic Supports & Interventions: **Learning Supports** embedded in the Think Together’s program design are intentionally aligned to instructional school day. The aim of this alignment is to provide critical supports to student participants toward grade-level proficiency. These strategies and interventions include supporting understanding of academic content and providing opportunities to complete assignments.

Technology Based Interventions	AVID Strategies (e.g., building internal capacity through a	Peer Tutors & Academic Supports	Periodic Academic Progress Assessments
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(e.g., additional dosage on district/school selected programs)	certified AVID trainer on staff @ Think Together)		(e.g., grade checks, communication with school day staff)
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Developing a growth mindset and a positive academic disposition cultivates in students that college and career aspirations are achievable goals.

In addition to daily practice during Learning Supports, students also engage in **Units of Study** that differ in scope, taking into account the academic, social, and developmental differences across grade spans. For example, in **English Language Arts Units**, Kindergarten, 1st, and 2nd graders focus on phonics (based on McCracken Phonics) and phonemic awareness lessons to build literacy and fluency by developing a strong foundation to support reading by third grade. Phonemic awareness focuses on a letter sound or blend along with a poem, song, or craft activity. These fun and engaging activities help young children become excited about reading.

Third through sixth graders participate in monthly “Close Reading” units of study to practice finding evidence to answer text-dependent questions and identifying main idea & details in a single text or across multiple texts, spanning various content areas. These reinforcements of close reading skills support the Common Core ELA standards, and also helps to prepare students to perform on the CAASPP standardized assessment.

Mathematics

Students also benefit from **Math Units of Study**. To support an increase in overall math achievement, students are introduced to and practice problem solving, making sense of the problem, and explaining their thinking to the group.

Science, Technology, Engineering, and Math (STEM)

Think Together provides a variety of experiences and programming to actively engage students in STEM. Expanded learning program activities in this component area align to the NGSS standards and provide a variety of hands-on collaborative opportunities that encourage discussion. Each activity provides an opportunity for students to participate in real-world scientific inquiries, challenging students to engage in critical thinking and collaboration.

The Think Together **STEM & Coding for All** initiative exposes students to quality coding instruction/activities beginning in early elementary and continuing through high school. The goal of this component is to create coding programs that enhance resiliency, foster computational thinking, and spark interest in STEM careers. Think Together partner with several organizations to coding programs available at all expanded learning program sites. Key programmatic partners for this component include Code.org™, STEM to the Future™, Girls Who Code™, Youth Mobile Exposition™, VidCode™,;

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Think Together STEM & Coding for All Initiative (Example)

Program Level	Key Focus Area	Key Skills
Early Learning/ Early Elementary (ELP/K-2)	Observation & Description	<ul style="list-style-type: none"> Pattern Recognition Engage manipulatives; introduction to visual block code Personal Learning Kits
Upper Elementary (3-5/6)	Design Process	<ul style="list-style-type: none"> 21st Century Skills Algorithmic thinking, logic, decomposition, events, conditionals, nested loops Invention Adventure Problem Identification Device programming Digital Citizenship

Middle School	Coding Application	<ul style="list-style-type: none"> Block coding to text-based coding (Python, Javascript, HTML) Web/Game design Device Programming Coding Fundamentals 21st Century Skills Digital Citizenship
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The enhancement and expansion of the expanded learning program at SPES and CPA through ELO-P Funding will include a Robotics Club through Robotics LA and VEX Robotics.

Program Level	Key Focus Area	Key Skills
TK-2	Coding Application	Coding Math: Sequences Science: Forces Literacy: Storytelling
3-5	Coding Engineering	Coding Math: Fractions and Measuring Science: Force and Motion Literacy: Storytelling
5-8	Coding Programming Engineering	Coding Math: Measuring Science: Force, Velocity and Mass Literacy: Storytelling

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Program sites create **culminating experiences** such as robotics competitions, athletic tournaments and STEM fairs to showcase students learning and experiences over the year. Student leadership opportunities is incorporated into scheduling and designing the culminating event experience, with the support of the program staff.

Partnerships with local organizations will allow SPES and CPA students to showcase their robotics with other students across the Los Angeles area.

This comprehensive program will allow Think Together and School teachers and staff to collaboratively develop and deliver active and engaged learning environments that more students can access and address more individual needs. Think Together staff and School Staff will receive the professional development needed to implement programming.

Youth Development

The Think Together “hearts on” approach to youth development is an intention towards **Social and Emotional Learning (SEL)** and the activity **Social Awareness**. This aligns with the program focuses of **Equity, Connection & Well Being**. The program is committed to creating meaningful opportunities for young people participating in program to develop research based SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. To this end, Think Together partners with Sanford Harmony, MindUp for Life (elementary sites), Every Monday Matters and Stressed Teens (middle school sites) to support social-emotional learning awareness, growth, and student engagement.



Sanford Harmony is an active learning program where children engage in activities and conversations with each other, facilitated by a trained Program Leader.



Every Monday Matters, a program designed around students engaging in conversation and reflection around three perspectives of “I matter,” “You matter,” and “We matter”.



MindUp for Life is a CASEL designated, evidence-based program that systematically promotes students’ social and emotional competence, provides opportunities for practice, and is based firmly in neuroscience. MindUp teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with compassion.

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Stressed Teens Whole School/All-School is a Mindfulness Based Stress Reduction for Teens (MBSR-T). Stressed Teens teaches mindfulness skills and provides tools for those in their pre-teen years through latter adolescence and even young adults. Stressed Teens takes a mind-body approach and focuses on the whole person. Stressed Teens can improve a teen’s functioning and quality of living socially, physically, psychologically.

Restorative Practices

SPES and CPA communities participate in a school wide initiative called Restorative Practices. SPES and CPA will provide training and support with Think Together so that Restorative Practices will continue through the Expanded Learning Program. The STEM Preparatory Restorative Practices follow three main tenets that each include specific practices for all staff, students and parents.

- Building Relationships
- Responding
- Providing Support

Positive Behavior Intervention & Support (PBIS). PBIS are proactive strategies for “defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings.

Arts & Enrichment

Program design for arts and enrichment centers on creating student experiences in the visual and performing arts. Guided lessons align to the Visual and Performing Arts Content Standards for California Public Schools. Each lesson introduces students to key concepts, vocabulary, real-world examples, and art as a career pathway through facilitated discussions about professional artists and their work. Art units focus on different artistic concepts and techniques, serving to introduce students to a variety of mediums and modalities.

In addition, the program also provides a wide variety of enrichment activities beyond the arts, including cooking, sports, and leadership clubs. Culminating events for arts and enrichment activities often feature talent shows, plays, poetry readings, art walks, and screenings of student produced films.

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TeachRock in collaboration with APPLE support student knowledge and expertise through creative projects. Participants interview elderly relatives, family friends, or neighbors to record and preserve memories of the musical touchstones of the person's life. The projects offer multitudes of opportunities.



Building Beats empowers youth through music. Students learn about music production, arrangement, music theory/structure, sampling engineering and recording. Students develop a digital portfolio of the music they created to share with the world. Students can also participate in podcasting, learning about radio engineering, interviewing and storytelling.



Skillastics Visual and Performing Arts programs center around physical movement. The Move & Groove program threads social & emotional character traits into dance and creative expression. In addition, the program also provides a wide variety of enrichment activities beyond the arts, including cooking, sports, and leadership clubs. Culminating events for arts and enrichment activities often feature talent shows, plays, poetry readings, art walks, and screenings of student produced films.

3—Skill Building

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

Think Together actively partners with SPES AND CPA in identifying opportunities to effectively leverage the after-school environment to support SPES and CPA's LCAP goals and individual school site goals where appropriate. Likewise, Site Leaders are encouraged to strategically select thematic Units of Study from program curriculum that best align with instructional pacing calendars and/or relevant instructional content in collaboration with teachers and principals. This intention toward comprehensive alignment with school day instruction exemplifies Think Together's organizational commitment to supporting academic achievement an overall student success.

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By creating and maintaining productive relationships with school site administrators, teachers & staff, the program is well positioned to support the needs of students and the school community as a whole.

The expansion of the expanded day program will provide the opportunity to offer support to students through targeted skill-based opportunities to increase knowledge and proficiency in Literacy and Math. The school will provide learning goals and activities for Think Together to provide to students. Think Together staff and School Staff will receive the professional development needed to implement programming.

SPES Components for Literacy and Math

SPES expanded learning program will engage students in standards aligned math support through Khan Academy.

Additional Literacy support will be facilitated through Accelerated Reader, aligned to each student's reading level.

CPA Components for Literacy and Math

CPA expanded learning program will include individualized activities aligned to ELA and Math standards through specific support activities designed by school day content teachers providing targeted support for both homework completion and standard proficiency.

With strong collaboration, productive relationships and establishing common practices with school site administrators, teachers & staff, the program is well positioned to support the needs of students and the school community as a whole.

At Home Practice Support Component

In addition to the literacy and mathematics components described above Think Together provides dedicated time and a clear structure for At Home Practice support as a core component of the daily program schedule.

While Think Together is not a homework completion program and STEM Preparatory Schools engage in an "At Home Practice" practice, staff recognize the importance of creating ample opportunity for practice with guided support during program hours and strives to make that accommodation whenever possible.

Targeted Support

Additionally, school day teachers will provide targeted intervention for students in the extended day program. Both Think Together leaders and School Day teachers will learn through professional development how to deliver targeted instruction for students. School day teachers will invite and offer students and families the opportunity to receive targeted instruction during the extended day program.

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4—Youth Voice and Leadership

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

Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relationship to their unique interests. With the regular collection of student stakeholder feedback, site & regional level staff adapt program planning inclusive of identified clubs, selected curriculum, activities and projects as well as the development of associated staff training to meet expressed needs and interests.

Student Feedback Collection Strategies

Collection Strategy	Brief Description
Engagement Survey	Youth Development and Arts & Enrichment activities are measured through an annual engagement survey that assess participant behavioral mindset, skill-building, social emotional learning, and overall interest
Program Huddles	Students and staff regularly discuss programmatic offerings and choices, twice per engagement cycle. Student feedback is provided with frontline staff experience to choose future units of study to ensure agency is occurring before, during, and after a 8-10 week period.
Student Stakeholder Feedback	Routine feedback is collected from student stakeholders to ensure that all parties are engaged and satisfied.
Assessments	A formative assessment is completed twice per year in which we implement the Quality Assessment Tool (QSAT) alongside the Core Program Assessment (SPES AND CPA) tool to evaluate the effectiveness as well as the engagement of students to the content delivered. The feedback from this assessment informs training opportunities, curricula as well as projects and program plans that will meet the needs and interests of the students.
Data Reflection	Program staff also participate in regular data reflection sessions to assess needs of students in order to adjust program planning.
Integration w/ Instructional Day	Alignment with the school day is one of the most important and effective best practices that all Site Leaders must implement. The alignment with the school day ensures that the expanded learning/after school program is integrating and reinforcing the academic skills and strategies to support student achievement. The stronger the alignment is, the more effective the expanded

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	learning program is in supporting impact on student achievement which ultimately leads to college and career readiness.
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It is the intent of the SPES and CPA extended learning program, in collaboration with Think Together, that participating students feel they play a meaningful role in program design and implementation through access to leadership roles and responsibilities. To this end, students receive training/coaching to develop leadership skills, as they execute leadership roles within the program and gain meaningful learning experiences that can be applied to other areas. Examples of existing opportunities for youth voice and leadership embedded in the expanded learning/after school program include:

- Youth led activities (e.g. agreements, announcements)
- Youth leadership team (meets to plan program activities and events)
- Intentionally build relationships with and among youth and staff through activities, conversations, and positive interactions
- Activities during opening promote relationship building (youth vs. youth, youth vs. staff, staff vs. staff, group vs. group) Staff can participate by motivating and encouraging students; staff may not participate in physical activities.

In an ongoing effort to provide a seamless, collaborative and comprehensive extended day program, school day teachers and staff will join the extended day offering clubs and activities that are an extension of student interest.

Clubs are offered at both elementary and middle school program sites. Club offerings reflect the interests of the students and/or the skills and talents of the staff. Students are regularly surveyed for input about the content of these clubs. These clubs end in a culminating event such as a showcase, gallery, or other sharing of the students’ work and learning. During these clubs, disguised learning reinforces the core academics as appropriate and student leadership is promoted.

Examples of Student Voice & Choice at Elementary Sites

Student Choice Example	Brief Description
“What’s Up” Meetings	Students in lower grade have an opportunity to make choices for program participation through what we call “What’s Up” meetings. These meetings are hosted in a Town Hall style where students are able to express interests in clubs that they are interested to see delivered during program. They are also able to share feedback on previously delivered club.
Friday Club Days	Students in lower grades have an opportunity each Friday to self-select the club that they choose to participate in.

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Middle School Program Design: Promoting Student Agency

Students in higher grades (5th+) are able to actively exercise their leadership skills throughout the program. The entire Think Together middle school program design is geared to support & promote **student agency**, which is the level of control, autonomy, and power a student experiences in an educational setting. Each component of the middle school program in some fashion is structured to provide a safe environment for youth participants to develop and practice agency, choice and self-expression.

Expanded learning programs on middle school campuses are designed to create experiences that are responsive to student interests; encourage them to take risks & expand individual capacities; learn & demonstrate social-emotional competencies; and explore career opportunities & associated pathways embedded within each elective.

Examples of Student Voice & Choice at Middle School Sites

Program Design Component	Brief Description
Empowered Youth Leadership	Staff are trained & supported to encourage/facilitate student leadership. Sites recruit, train, develop & support an identified group of student leaders. Student leaders coordinate, plan & drive implementation of program operations with the support of Site Leaders and program staff. Empowered with information (e.g., budgets, relevant policies & procedures, clear objectives & guidelines, etc.) and guided autonomy, student leaders become the decision makers regarding the look, feel & design of the middle school program experience.
Centralized Hub/ Teen Center	Middle school program sites are charged with creating a space to galvanize student interests and promote program activities & engagement opportunities. Think Together promotes establishing, in collaboration with site administrators, a gathering space particularly attractive to the middle school student demographic. On the surface, this space takes on the energy of a “fun place to hangout” but serves as a “hook” to engage & respond to student interests and stimulate participation.
High Engagement Electives	All program enrichment activities drive toward three critical outcomes: Knowledge & Skill Building, SEL Development & Practice, and Exploration of Early Career Pathways. Students choose which activities speak to their individual needs and interests.

Clubs/activities within these electives are rotated into the adaptive program schedule on an 8 to 10-week schedule based on the school/program calendar.

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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.

SPES and CPA work closely with school administration and Think Together leaders to ensure that LEA and school wellness plans are shared, and that strategies are developed to align expanded learning program activities to wellness plan initiatives as appropriate. In general, the extended day program operated by Think Together works to support the LEA's commitment to helping young people learn how to make healthy choices in the areas of moderate to vigorous physical activity, nutrition, responding to conflict, and social emotional learning.

Healthy Practices & Program Activities

Physical Activity



CATCH® Kids Club: A minimum of 30 minutes of daily physical activity is a requirement for Think Together programs. The CATCH® Kids Club is a physical activity and nutrition education program designed for elementary school aged children (grades K – 8) in an after-school/summer setting. CATCH was developed based on elements of the *Coordinated Approach to Child Health (CATCH®)* Program, a successful and proven health promotion program designed for the early prevention of cardiovascular disease; its development was funded through the National Heart, Lung, and Blood Institute.

The physical activity program has four main objectives:

- Involve students in at least 30 minutes of daily physical activity,
- Involve students in moderate-to-vigorous physical activity during at least 90% of physical activity time,
- Provide students with many opportunities to participate and practice skills, and
- Provide students with a variety of enjoyable physical activities.

CATCH® is aligned to the California physical education content standards, as activities include:

- Development of motor skills,
- Development of knowledge of movement concepts, principles and strategies;
- Activities to develop and maintain a level of physical fitness to improve health and performance,
- Development of knowledge of physical fitness concepts, principles and strategies, and
- Development of knowledge and use of the psychological and sociological concepts, principles and strategies that apply to the learning and performance of physical activity.

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The program provides fun, developmentally appropriate physical education activities which develop health-related fitness and skills while teaching the importance of physical activity. In addition, the constant physical activity, in *CATCH*'s "all kids active all the time" game format, provides an active means of managing student behavior during outdoor activity. Each lesson has a warm-up and cool down segment before and after the activity itself. In addition, lessons are debriefed to ensure that students' key learning is defined.

Intramural Sports

Think Together provides opportunities for students to participate in intramural sports programs. We partner with several grant funders to provide equipment, training for Program Leaders, and transportation for students to have games at various sites. This program encourages sportsmanship and academic achievement, as well as physical development. Through ELO-P funding, sites are able to expand their programs to provide student access to participants in active practice, intramural league play and tournament games in four sports: flag football, volleyball, basketball and soccer. The program also allows for additional training and professional development opportunities for Site Coordinators and identified staff who serve as coaches.



The **U.S. Soccer Foundation's Soccer for Success** program is one example of Think Together's partnerships that support implementation of sports programming. Soccer for Success is an after-school program, offered free to participants, that is proven to help kids establish healthy habits and develop critical life skills through trained Program Leaders. Think Together implements Soccer for Success curriculum at each elementary site.

Health and Nutrition Education



Harvest of the Month: The California Nutrition Network's *Harvest of the Month (HOM)* curriculum provides nutrition education to complement the *CATCH*® physical activity curriculum. Harvest of the Month highlights one California-grown fruit or vegetable per month. Students may learn not only the nutritional value of the produce item, but also the science of how the produce grows and is associated with folklore and history. Lessons may involve reading and discussing a children's book featuring the "harvest of the month," and there is a monthly parent newsletter for students to take home. Students' favorite parts of the curriculum tend to be taste-testing activities and the preparation and tasting of simple recipes.

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Social Emotional Learning

Think Together is aware of the importance of helping young people learn how to cope with and resolve conflict. The program is committed to creating meaningful opportunities for young people participating in programs to develop research based SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. The program implements the Sanford Harmony SEL program curriculum activities at elementary sites and Every Monday Matters at middle school sites.

Restorative Practices

SPES and CPA work closely with Think Together staff to ensure the Restorative Practices practiced during the school day continue through the Extended Day program. The schools provide training and support to Think Together staff so that they are well prepared to ensure students are engaged with Restorative Practices.

Healthy Nutritional Practices

SPES and CPA work closely with our Think Together partners to provide healthy and nutritious snacks and meals to students each day. Through this collaboration, LEA personnel coordinate menus for nutritious before school, after school, summer and intersession snack, supper and meal distribution to student participants each day. These snacks, suppers and meals meet current nutritional guidelines. Students will be served breakfast and lunch during intersession or summer programming.

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.

SPES, CPA, and Think Together value and appreciate diversity in all forms. Both entities are committed to creating safe, inclusive and welcoming environments for all students, staff, volunteers, and community stakeholders. SPES, CPA, and Think Together do not and shall not discriminate on the basis of race, color, region (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring & firing of staff, selection of volunteers & vendors, and provision of program services.

As our extended day program partners, Think Together's core organizational values include a value for **treating others with dignity & respect** and **embracing diversity**. The program's enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their culture, unique backgrounds, voice & expression through discussion, presentation, and inclusion in the creation of projects. In addition, some schools also provide specific activities that align with the school day in the

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recognition/celebration of cultural heritage months, holidays, cultural arts projects and exploration.

SPES and CPA participate in a school wide initiative focused on Culturally Responsive Teaching. SPES and CPA will provide training and support with Think Together so that the environment and practices of Culturally Responsive Teaching will continue through the Expanded Learning Program.

STEM Prep Schools honor the cultural learning styles of our students through:

- Cooperative and collective learning
- Exploration
- Teachers being facilitator vs holders of knowledge
- Building on the knowledge that students come to us with already
- Focusing on continuous learning
- Emphasizing the importance of peer discussion throughout the learning process
- Building relationships with each student

Both SPES and CPA serve a student population characterized by high poverty and limited academic support at home. Areas of need for increased academic growth include English Learners and learning loss due to Covid 19. The LEA thoroughly assesses the needs of schools and their surrounding communities through ongoing analysis of various data points, including descriptive data as well as anecdotal data from LEA, school site administration and parents. Data gleaned from these sources is used to continuously improve the LEA's expanded learning/after school programs. The ELO-P Funding will provide the opportunity for the schools to provide more services to all students and support programs listed above regarding Math, ELA and SEL Support during summer, intersession, and school year programming. This comprehensive program will be a partnership with the school, Think Together and community partners.

Enrollment Strategies

The expanded learning program is available to every student enrolled in the school where the program is offered. There is no charge for participation. Both the LEA and Think Together believe that including students with a diversity of needs, gifts and experiences adds depth and richness to the program for all students and staff. We work collaboratively to assure program accessibility to students, subject to the limitations imposed by grant capacity. In adherence to Ed Code, homeless students and students who are in foster care receive first priority for enrolling in all expanded learning programs. However, no current participant enrolled in the program shall be disenrolled in order to allow enrollment of a student with priority enrollment. The ELO-P Funding will provide the opportunity for the schools to provide more services to more students, opening enrollment to an increased number of students beyond grant capacity of ASES and 21st Century.

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Below are a few examples of student recruitment strategies used to encourage participation in the expanded learning/after school program:

- Enrollment booths are set up during student drop off, student pick up and during lunch time assemblies.
- The LEA site administrators and classroom teachers make class presentation opportunities to the program.
- Enrollment booths are set up during school registration events.
- Messages for the expanded learning/after school program are included in the “all call” messaging system that goes out to all the students enrolled in each school.
- An enrollment application is included in the school’s registration packet, and enrollment opportunities are promoted on the LEA and school websites.

Engagement Strategies

In addition to enrollment strategies the LEA and the program also collaborate on aligned engagement strategies. Namely, program curriculum implementation includes aligned strategies for supporting English language developed (e.g., utilizing visuals, activating prior knowledge, strategic student grouping, etc.); likewise, additional supports and accommodations to create the least restrictive environment for students with special needs as well as sharing strategies between the school day and the expanded learning/after school program are achieved through ongoing consultation and partnership with the LEA.

7—Quality Staff

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

STEM Preparatory Schools has hired a Director of Expanded Learning that will oversee the Expanded Learning programs. The Director will develop policies, manage budgets, and ensure that the program is compliant at the federal, state, and local level. The Director will work closely with Think Together to increase partnership, strengthen the seamless school day to extended day vision and manage the programs.

The expansion of Expanded Learning through the ELO-P funding will run in conjunction with the programming with ASES and 21st Century Programs. The Director will partner with Think Together to provide observations and oversight with a focus on ensuring the vision is realized, goals are met, and needs are addressed.

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As the entity charged with hiring and training staff, Think Together works with each school administration and the broader community to identify and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally reflective of the student population, ethnically, geographically and linguistically. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required languages. Staffing includes a full-time Site Leader position that manages the program and coordinates the curriculum; and an entry-level Program Leader position staffed at a 1:20 staff-to-student ratio for the total number of students enrolled in the program.

A Site Leader ensures that high quality expanded learning/after school program activities are provided for each student participant. Site Leaders are either college graduates or have experience in lieu of a degree. They are required to go through a series of trainings offered by Think Together. Using standard Think Together program materials, Site Leaders coordinate/support program implementation; work with teachers, principals and other instructional-day staff to align program activities; supervise, train & coach all program staff; engage & involve parents; and gather data to assess student safety, interests, participation and improved academic performance.

Program Leaders facilitate all program activities with student participants providing AT Home Practice assistance as well as academic, enrichment and physical activities, using curriculum and materials provided by the program and the school site. Program Leader candidates are initially hired into the substitute pool before being permanently placed. Site Leader candidates must have at least a bachelor's degree or one-year of exemplary performance in a program before final selections are made by school principals.

Meeting LEA Minimum Requirements for Instructional Aides

Program Leaders assignments that must meet the LEA's minimum requirements for a Paraprofessional/Instructional Aide (or equivalent) position under the Every Student Succeeds Act (ESSA) guidelines. Program Leaders work directly with students under the direction of the Site Leader and go through a series of trainings provided by Think Together. Clubs and programming that include partnership with the school site staff are run by school staff that are credentialed teachers, teacher interns and Paraprofessional/Instructional Aides.

Likewise, the program uses comprehensive rubrics to assess staff performance and program implementation. Think Together Quality Assurance Coaches and Site Leaders facilitate on-going, in-person development and on-site **coaching** with Program Leaders. They work in collaboration with individual staff and/or small groups to build specific skills/capacity and improve overall work performance.

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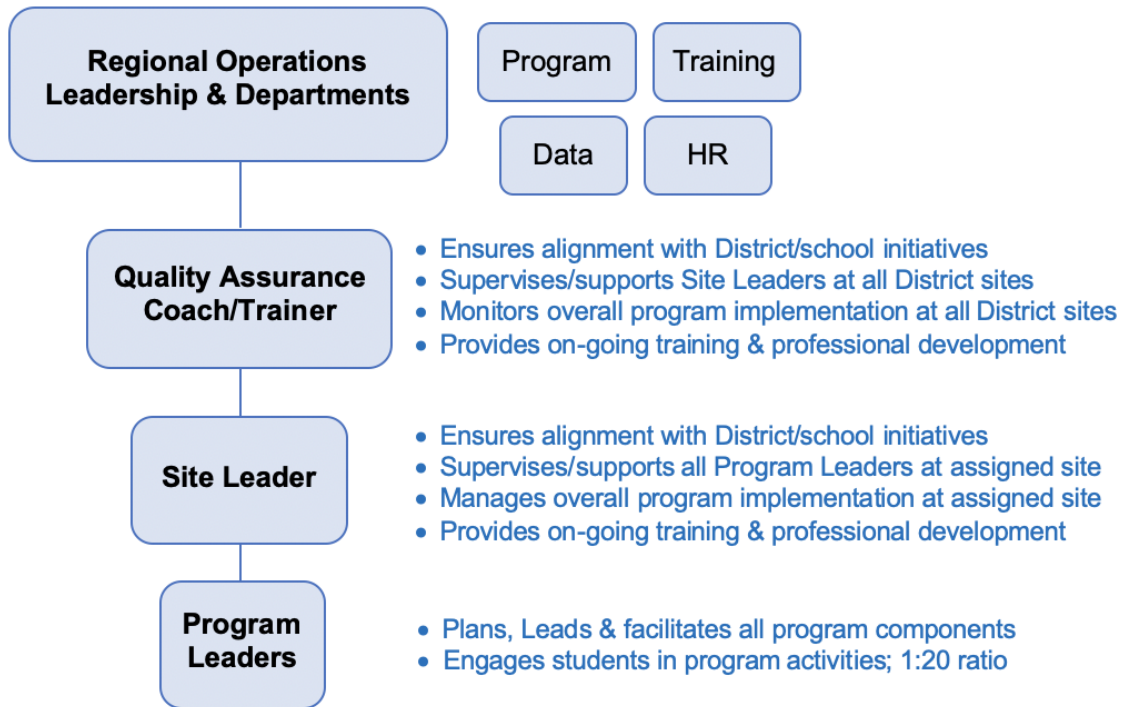
Matrix of Sample Professional Development Offered to Staff

Staff Position	Compliance/Safety* & Other	Program
Site Leader	<ul style="list-style-type: none"> ● First Aid/CPR Certification ● Mandated Reporter ● Sexual Harassment for Supervisors ● Grant Compliance ● Employee Management ● Data Quality Management ● Site Level Program Assessment/CQI ● Student Incident/Injury Reporting ● Leadership Development/Priority & Time Management ● Relationship Building w/Stakeholders 	<ul style="list-style-type: none"> ● Quality Technical Assistance ● Behavior & Classroom Management ● Homework Implementation & Mgmt. ● Lesson Preparation, Facilitation & Eval. ● Program Curriculum Spotlights ● Social Emotional Learning Strategies ● LEA/Site-Specific Curricula ● Planning/Implementing Youth Clubs
Program Leader	<ul style="list-style-type: none"> ● Student Sign-In/Out Procedures ● Student Incident/Injury Reporting ● Relationship Building w/Stakeholders 	<ul style="list-style-type: none"> ● Behavior & Classroom Management ● Homework Implementation & Mgmt. ● Lesson Preparation, Facilitation & Eval. ● Program Curriculum Spotlights ● Social Emotional Learning Strategies ● LEA/Site-Specific Curricula ● Planning/Implementing Youth Clubs

*Note: All Think Together staff are required to participate in monthly LMS safety trainings.

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Think Together Regional Organization Structure



8—Clear Vision, Mission, and Purpose

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

The STEM Preparatory Schools vision for Expanded Learning is:

STEM Prep Expanded Learning provides a collaborative, innovative and nurturing space that supports students in their scholarly and enrichment pursuits as they become change agents by disrupting the status quo and entering the field of STEM.

SPES and CPA shares this vision with Think Together to deliver an expanded learning program that seamlessly transitions students from the regular school day while addressing the needs of the community, students, parents, and school. With this vision in mind, the following program goals have been developed to meet the needs identified in the needs assessment:

1. Develop student engagement by providing new learning opportunities
2. Support academic skills across multiple content areas
3. Expand opportunities for STEM problem solving and learning

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4. Increase student interest and engagement in enrichment (Visual and Performing Arts, Fitness, Leadership)
5. Create environments that support social emotional development.

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.

SPES, CPA, STEM Director of Expanded Learning and Think Together collaborate extensively around planning, implementing and updating the expanded learning/after school program plan. This partnership extends from the LEA’s and the CBO’s central offices to each funded school site, with the expectation that mirrored collaboration and partnership is experienced at all levels. This includes an expectation of regular communication between the school site Principal (or his/her designee) and the Think Together expanded learning Quality Assurance Coach & Site Leaders, and comprehensive program integration into the school’s culture of providing quality services to students, family and community.

Collaborative partners in this process include the identified LEA-level administrator/coordinator for ASES programs, other LEA-level personnel (e.g., Nutrition Services for snack planning & distribution), school site Principals (or designee), Think Together leadership & program staff; as well as parents and students.

With the ELO-P Program, STEM Preparatory Schools is excited to expand partnerships with the community to expand its STEM, Athletics and Enrichment opportunities.

Collaborative Partner	Duties/Responsibilities and/or Contributions
Think Together	ASES and 21st Century Program Implementation ELO-P Partnership and Comprehensive Program Implementation
LA Robotics and VEX Robotics	STEM Robotics clubs and opportunities for robotics competitions across Los Angeles
Local School Athletics	Athletic program partnerships with local Los Angeles schools to learn sports and engage in games

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10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

SPES, CPA and the STEM Director of Expanded Learning, in partnership with Think Together, is committed to ensuring that the expanded learning/after school program operates in alignment to the established **Quality Standards for Expanded Learning in California**. This commitment includes engagement in the annual Continuous Quality Improvement (CQI) process: assess, plan, improve. At each site, a Site Level Quality Improvement Team is identified (inclusive of Site Leader, line staff, school day partners, youth participants, parents and other LEA/Think Together leaders where appropriate) to participate in the annual process. The California Afterschool Network (CAN) Quality Self-Assessment Tool (QSAT), in conjunction with the Think Together Core Program Assessment (SPES AND CPA), and regular stakeholder feedback tools are used to assess the program & inform the CPI progress.

While there is often some overlap of when cycle components occur, the following table outlines the standardized implementation plan for the Continuous Quality Improvement (CQI) process led by Think Together in collaboration with the Director of Expanded Learning. Expanded programs and increased enrollment to serve additional students from ELO-P Funding will follow the same process with the inclusion of Director or Expanded Learning.

Continuous Quality Improvement (CQI) Implementation Process (school year)

CQI Cycle Component	Timeline	Action Items
ASSESS	July thru October <i>(on-going pulse checks & assessments occur throughout the year)</i>	<ul style="list-style-type: none"> ● Review spring stakeholder assessment data ● Review previous year’s internal Core Program Assessment (SPES AND CPA) & conduct start-of-year SPES AND CPA self-assessment ● Review previous CQI plan and implementation progress ● Implement CAN Quality Self-Assessment Tool (QSAT)
PLAN	October	<ul style="list-style-type: none"> ● Engage in site-level data reflection sessions (DRS) ● Identify program strengths & opportunities for improvement by Quality Standard ● Revise/draft CQI plan ● Solicit input from key stakeholders on revised/draft plan

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		<ul style="list-style-type: none"> ● Finalize plan & share improvement objectives & strategies with all stakeholders
IMPROVE	October thru June	<ul style="list-style-type: none"> ● Intentional implementation of CQI plan. ● Align CQI objectives/strategies to staff work plans where appropriate ● Conduct regular site/program observations ● Provide on-going training & coaching to program staff ● Incorporate regular CQI updates into standing program/ stakeholder meetings ● Conduct periodic pulse checks to assess program improvements ● Make regular progress updates to the CQI plan.

Program Improvement Methods

At Think Together, data reflection sessions are used to assess the needs of students & staff, and to brainstorm collaborative strategies to make necessary improvements to respond to findings. On-going site observations, refresher trainings, and on-site coaching supports a program culture that values continuous improvement toward the implementation of high-quality programs for all student participants. Regular communication and strong partnerships between the program and the LEA/school site promotes transparency and allows for shared ownership, commitment & accountability to identified program improvements.

The Director of Expanded Learning at STEM Preparatory Schools will add an additional layer of observation and oversight that will provide ongoing data to celebrate success and offer opportunities for improvement. These data points will align with the Quality Standards for Continuous Improvement and goals outlined by STEM Preparatory Schools.

11—Program Management

Describe the plan for program management.

STEM Preparatory Schools has hired a Director of Expanded Learning that will oversee the Expanded Learning programs. The Director will develop policies, manage budgets, and ensure that the program is compliant at the federal, state, and local level. The Director will work closely with Think Together to increase partnership, strengthen the seamless school day to extended day vision and manage the programs.

The expansion of Expanded Learning through the ELO-P funding will run in conjunction with the programming with ASES and 21st Century Programs. The Director of Expanded Learning

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will partner with Think Together to provide observations and oversight with a focus on ensuring the vision is realized, goals are met and needs are addressed.

STEM Preparatory Schools has an existing relationship with Think Together to run our ASES and 21st Century grants. We will continue to partner with Think Together to manage ELO-P programs as outlined above. The STEM Preparatory Director of Expanded Learning will work with Think Together to ensure all programs are compliant and the programs are fulfilling the goals by allocating funds for personnel and operational costs

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 ELO-P funding is being used to expand and resource the Extended Day programs at SPES and CPA to an increased population of students served and increased engagement in academic support, STEM learning and enrichment opportunities. This programming mirrors the current programming provided by Think Together through both ASES grants held at SPES and CPA and the 21st Century grant at CPA. This comprehensive program captures summer programming, intersession, school year programming and before school programming.

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?

All programming and scheduling has taken into account the specific needs for TK/K students. STEM Preparatory Schools partners with Think Together to run programming. Think Together staffs its programming to meet the 10:1 requirement for TK/K. Additionally, Think Together provides professional development and training for staff to meet the unique needs of younger children. SPES partners directly with Think Together to provide additional training and support for staff including Restorative Practices, SEL, Safety and Classroom

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Management. Academically, SPES provides Literacy and Math activities and practice aligned to both student and grade level needs. In building a comprehensive program, both THink Together staff and SPES Staff will meet the TK/K 10:1 requirement and specific academic and social emotional needs.

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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 Summer Schedule

SPES: Elementary School (TK-5): 9 Hours

	Monday- Friday
Breakfast, Sign In, & Wellness Check	8:00-8:30 am
Culture and Review	8:30-9:00 am
Academics (ELA)	9:00-10:20
Transition	10:20-10:40
Academics (Math)	10:40-12:00
Transition	12:00-12:10
Lunch	12:10-1:10
Enrichment/Clubs	1:10-2:40
Transition/Meal	2:40-3:10
Enrichment/Physical	3:10-4:30
Transition	4:30-4:40
Closing	4:40-5:00

Sample School Year Schedule

SPES: Elementary School (TK-5)

School Day with Extended Day: 9 Hours 30 minutes

Extended Day only M-Th: 3 Hours 15 minutes Friday 5 Hours 15 minutes

	Monday-Thursday	Friday
School Day	8:15-2:45	8:15-12:45
Extended Day Start Time/Sign In/Transition	2:45-2:55 pm	12:45-12:55
Educational Enrichment/Clubs/STEM	2:55pm - 4:00pm	12:55 pm - 4:00pm
Dedicated Physical Activity	4:00 pm - 4:30pm	4:00 pm - 4:30pm
Meal	4:30pm - 5:00pm	4:30 pm-5:00 pm
Educational Enrichment/Clubs/STEM	5:00pm - 5:55pm	5:00pm - 5:55pm
Closing	5:55-6:00	5:55-6:00

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Sample School Year Schedule

CPA: Middle School (5-8)

Middle School w/ BS: 11 Hours

Middle School w/o BS: 9.5 Hours

AS Extended Day only: Monday: 3 Hours 45 minutes Tuesday-Friday 2 Hours 30 minutes

	Monday	Tuesday- Friday
Extended Day Before School	7:00-8:30	7:00-8:30
School Day	8:30-2:15	8:30-3:30
Extended Day Start Time/Sign In/Transition	2:15pm/2:25pm	3:30pm
Opening/Meal	2:25pm - 2:40pm	3:30pm - 3:45pm
Enrichment/Clubs/STEM	2:45pm - 4:15pm	3:45pm - 5:00pm
Team Building Challenges/ Huddles	4:15pm - 5:00pm	
Educational Enrichment/STEM	5:00pm - 5:55pm	5:00pm - 5:55pm
Closing	5:55-6:00	5:55-6:00

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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):

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

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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

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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

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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.