



Palo Verde Union Elementary School

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ELOP Plan

1—Safe and Supportive Environment Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the 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.

Palo Verde will provide a nurturing and safe environment after the close of school on Extended Learning Opportunity Program days as well as a minimum of 30 non-school days.

Palo Verde Union Elementary School Board will enlist the help of the Pro Youth Heart program to operate an Expanded Learning Program for TK- 8th students on the school campus beginning immediately after the close of the school day and ending at 6:00 p.m. The district will utilize the program as well as district resources to offer a minimum of 30 additional intersession days. Days will be offered on Saturdays, summer vacation, and holidays.

Initiatives and measures taken by the program to create safety procedures:

- 1. Develops and implements effective student arrival and dismissal procedures to ensure student safety. Check in and out procedures will be done daily and attendance recorded*
- 2. Align and implement effective school emergency procedures and processes. The after school program will implement the ActVe Net online safety portal to notify law enforcement in the event of an emergency.*
- 3. Train staff on security plans, policies and procedures, reporting and documentation Staff will be trained on safety procedures and safety drills will be conducted at least once per month.*
- 4. All staff will wear labeled shirts to make themselves visible for parents and students.*
- 5. All safety procedures meet educational codes and are aligned with day instruction.*

ELOP Updates

The program operates late in the day or on non-school days. There are less staff members on site, and the program day often take place during darkness. Therefore, the need for site safety and security is paramount.

Safety and Security includes, but is not limited to :

6. Lighting

7. Fencing, barriers, gates, etc.

8. Slip, trip and fall hazards

9. Hazards related to landscaping, exterior structures, sidewalks, hard and soft surfaces, play structures, permanent and temporary structures

10. Video camera coverage, ability to record video,

11. Access to water, bathroom, other needed facilities

12. Access to first aid supplies, defibrillator, epi pen, narcan, other technology, supplies etc. to facilitate a response to emergencies, etc.

13. Storage of medications, chemicals, cleaning supplies, equipment, materials, etc.

14. Site exit and egress including safe and adequate parking areas for the afterschool program, safe and ADA compliant sidewalks, doors, passageways, etc.

15. Communication systems, signs, marquees, etc.

•Our Expanded Learning Program will provide a safe and supportive environment to provide developmental, social-emotional, and physical needs of students by:

1. Providing enrichment activities for students such as, and not limited to; Drama, Dance, Arts, Computers, Sports, Field Trips, Recreational Activities as well as providing student access to computers and the school library. Access also includes classrooms, the gym, stage, all sports fields and playgrounds.

2. Providing a positive school climate as a shared mission, created by students, parents, and school staff. Establish relationship with students, mindful and respectful of diversity, and create an environment of mutual respect within which students are not afraid to speak up.

3. Homework help and enrichment activities will be suitable for all student physical needs.

4. Provide enrichment activities that enhance students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. The five areas of focus will be self-awareness, self-management, social awareness, relationship skills, responsible decision-making.

5. Providing opportunities for physical fitness, development of hand eye coordination, endurance, sports skills, strength, sportsmanship, competitive and non competitive activities, teamwork, etc.

6. Provide transportation to events

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. Students will develop and practice positive behavior and engage academically.

Educational Literacy and Educational Enrichment Activities

•The Expanded Learning Program will assist student with all the core curriculum needs. The emphasis of the program is literacy one of many activities in literacy and math games. Students also receive tutoring and homework assistance. Enrichment activities are designed around STEAM, and school and District standards.

1. Students have the opportunity to expand their literacy by joining Poetry & Pose, Drama, and Reading Book Club.

2. Students have access to hands-on robotics, a school garden, science projects, as well as STEAM based projects.

- Student learn about team-work and cooperation.
- Students have the opportunity to show case their projects.
- Students participate in competitions.
- Students learn the importance of perseverance.
- Students engage in volunteer community projects.

Student engagement and activity outcomes are monitored to gauge the level of success and make adjustments, if needed.

3—Skill Building Describe how the program will provide opportunities for students to experience skill building.

Students will participate in standards and research-based activities that will increase their performance in core subjects

- Implement engaging and meaningful program activities.
- Offer a wide variety of fun, challenging and engaging activities that are aligned with academic and enrichment goals.
 - a. Standards are outcome based.
 - b. Involve students in choosing program enrichment activities
 - c. Integrate project-based learning into program activities.
 - d. Assist middle school students in organizing their planners and calendars (due dates, turn in dates, etc.)
 - e. Integrate service learning in the program activities.
 - f. Create an atmosphere for student success.
- Students will participate in standards and research based academic activities that will increase their performance in core subjects.

1. Provide standards- based lessons with monthly themes that are aligned with needs assessments

2. Offer a variety of fun, enriching, engaging and challenging activities that are standards based.

3. Provide activities based on students' needs, interest and potential career paths.

- Program manager will communicate regularly with school day staff to monitor the academic and behavioral needs and progress of students.*
- Program manager will facilitate input from regular school day teachers and administrators on the impact program activities has on the students.*
- Program manager will create a list of enrichment providers (Community Resources) in efforts to develop community partnerships to bring resources into the program.*

4. All enrichment activities will be aligned with academic, visual and performing arts, health and nutrition and physical education standards and youth development practices that will lead to the accomplishments of program's visions and goals, this way students will thrive in academic achievement and overall success.

4. – Youth Voice and Leadership

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

The development of training, curricula, and projects to meet student needs and interest will be based on:

- Staff review of student assessment test scores to determine which area the student needs more academic support. Teachers may also refer students to the Expanded Learning program based on special needs.*
- Staff will maintain an open communication with teachers to know what special projects they are working on so that we can provide extra support/help for the student to complete the projects, and monitor the academic and behavioral progress of students.*
- At the beginning of the school year, student board members will be elected to help make program a place where student voice and leadership important.*
- Once every 2 months, students will fill out a quick survey where they will express what activities interest them, what they'd like to change/try in the program, and staff will discuss the outcome of the survey with student board to improvise ways to meet the wants/needs mentioned in the survey.*
- Staff will implement engaging and meaningful program activities.*

In our program, students will have the opportunity to share their view points, concerns, interest by:

a. Having students elect a student board to help make the program a place where student voice and leadership is important.

b. Staff will establish relationship with students, mindful and respectful of diversity.

The program will follow the Expanded Learning Opportunities Program Plan Guide for PVUESD.

c. Create an environment of mutual respect within which students are not afraid to speak.

d. Train staff in physical and emotional safety procedures.

Students in lower grades will be able to make choices when participating in program activities:

- All enrichment activities will be designed for each grade that will include: team work, opportunity to express ideas/skills, and the importance of following directions*

- Students will be offered different choices for outdoor physical education and enrichment activities.*

Students in higher grades will actively exercise their leadership skills by:

- 1. 6-8th grade will help staff with P.E equipment and will help decide what group games to play on Fridays.*

- 2. 6th-8th grade will be trained in Group Decision Making Skills and encourage Student Self- Reliance and Responsibility. These trainings will help students have good character traits, develop social competencies and positive values, increase their self-esteem, which will all help students in real world problems.*

- 3. Students will be provided opportunities to share viewpoints and provide input related to activity offerings and outcomes in order to encourage and increase voice and confidence in their shaping of program success and evolution. Furthermore, activities will be inclusive of opportunities for students to engage in open discussions, topic oriented presentations, team activities, etc., that support leadership and social skill-building.*

5 – Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

The expanded learning program (Pro Youth (ASES) and ELO-P) follows the USDA after school snack program guidelines and falls under the Food Service Manager

- Healthy practices and program activities aligned with school wellness plan*

- Train staff in proper food handling procedures*

- The program will incorporate healthy nutritional practices and develop appropriate physical activities in the program by:*

- a. Every day during snack time, students and staff will talk about what food group the snack belongs to. (Referring to the Food Pyramid)*

- b. At least twice a month, students will have a nutrition lesson (hands on) with our food service manager.*

- c. Physical Education is provided for students daily for the minimum of 30 minutes.*

- Physical Education activities are designed around school rules and state standards. Such activities focus on student safety at all times.*

- *Activities will be based on the four main types of physical activity: aerobic, muscle-strengthening, bonestrengthening, and stretching.*
- *Students will perform a variety of physical activities and learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle*
- *Staff will ensure indoor/outdoor space, supplies and equipment needed for P.E. are all adequate and safe.*
- *Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines served in your after-school program:*
 1. *All snacks provided for students are Smart Snacks.*
 2. *3 Examples of nutritious snacks-*
 - a. *1- 8 oz. low-fat white milk, 1 blueberry muffin (2 oz. whole grain)*
 - b. *1- 6.75 FL oz. 100% fruit juice, 1-1 oz. Colby Jack cheese stick, and ½ cup of carrot sticks.*
 - c. *1- 8 oz. chocolate fat free milk, ½ cup of diced peaches, and 1- 24 grams' whole grain granola bar.*

6—Diversity, Access, and Equity Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities

The expanded learning program (Pro Youth (ASES) and ELO-P) will create an environment that promotes diversity, provide activities celebrating students cultural and unique backgrounds:

- *Staff will create an environment of mutual respect that is mindful and respectful of diversity.*
- *Enrichment activities will embrace various cultures. (i.e. Christmas Around the World, cultural art, cultural games...)*
- *Implement strategies for students and staff on diversity. (Using the language and understandings that students have acquired in their families and communities to bridge the gap between what students know and what they need to learn in school.)*
- *The expanded learning program (Pro Youth and ELO-P) will support students with disabilities, English language learners, and other students with potential barriers to participate in the program*
- *Incorporating the everyday issues and concerns of families and the community into curriculum and instruction.*
- *Actively engaging students in the learning process.*
- *Staff will be aware at all times of students with IEP's, behavioral problems, medical/ physical conditions, in order to best serve those students.*
- *Reading, literacy, and enrichment activities will be suited for students with such needs.*

- *Staff will provide standards-based lessons with monthly themes that are aligned with needs assessments. and provide academic support daily in hopes for English Language Learners to increase their test scores (CAASPP) in reading and math.*
- *Program Manager will communicate as needed with day teachers, resource teacher and ELD Coordinator to be aware of who the ELL students are in the program to be able to provide academic and social-emotional support they need.*

7. Quality Staff

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

Program staff will demonstrate the ability to deliver a program focused toward meeting the vision for the program by:

- *Facilitating activities that engage students in active and meaningful experiences*
- *Exhibiting professionalism, integrity, caring, and competency as a positive role model*
- *Building positive and trusting relationships with a diverse community of students and parents*
- *Program’s administrators will ensure that all staff who directly supervise pupils will meet the minimum requirements of an instructional aide:*

A) All paraprofessional/instructional aide that assist students must be T.B. cleared, finger printed, must possess one of the following AA Degree, 48 units completed or higher and/or pass a District (NCLB Test).

8—Clear Vision, Mission, and Purpose Describe the program’s clear vision, mission, and purpose.

The mission and purpose of the Expanded Learning Program is to provide an opportunity for expanded learning afterschool, during intersession and summer school for students in Tk -8th grade that will focus on developing academic, social, emotional and physical needs and interests of students through hands-on engaging learning experiences for all students who participate in the program. The needs of the community, students, parents, and school are identified by:

- 1. CAASPP, ELA, and Math test results of students participating in the afterschool program will be used to focus on what academic areas a student needs most support/tutoring with.*
- 2. Parent and Teacher surveys will help determine how the program can better serve student, parent, and school. (Surveys are sent home with students twice a year, and school surveys are placed in staff’s cubbies.)*

Program manager will work with school administrators, teachers and community members to maintain frequent communication and provide assistance as needed.

- *Measures of student success:*

- *Student academic performance will improve. i. Students will accomplish their homework with the help obtained from their tutors. ii. Student attendance will be stable; students attending on a daily basis will benefit from homework help, which will lead to academic success. iii. Students will have acquired better working homework habits as per conversation with teachers.*

- *Program goals based on needs assessments:*

- *At least 30% of ELA students participating 120 days or more a year for two consecutive years will increase CAASPP and math performance by at least one level annually until at proficient or above.*

- *At least 75% of participant students will report satisfaction with the program.*

- *The program will provide a secure safe environment for all students to receive academic core instruction and enrichment activities.*

- *At least 25% of parents will feel better about their child's homework completion.*

- *Activities that provide expanded enrichment opportunities.*

Students will also be able to participate in 30 intersession days that will be provided on certain Saturdays throughout the year, winter session and the month of June each summer.

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.

The collaborative partners that will be involved in the process used to plan, implement and update the afterschool program plan and 30-day intersession, will be staff and community based. Collaborative members-

- *Superintendent, Principal, Teachers, Food Service Staff, Custodial, and Transportation.*

- *Palo Verde Union Elementary Food Service department (Collaborate with Mrs. Bean and Mrs. Mosqueda for nutrition classes for Pro Youth and ELO-P students, give suggestions for breakfast and lunch menus according to the USDA guidelines)*

- *Potential collaboration and partnerships are Social Service worker, school psychologist, School librarian. Meetings will be scheduled individually to discuss how can their services be offered/ shared for our students and staff in Pro Youth and ELO-P.*

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

- *Effectiveness of program will encompass on-going monitoring related to enrichment activity outcomes, program challenges and strengths, support for staff, student engagement, etc. This will assist in guiding program planning, functioning, revisions, and implementation points.*

- *Staff has clear knowledge of the Continuous Quality Improvement process.*
- *Every three years our program will focus on three CQI qualities and make goals for each one. Goals will be reviewed monthly during staff meetings.*
- *Quality standards and goals will be shared and updated all stake holders involved with after school program. (i.e. teachers, parents, food service, etc...) Expanded Learning Opportunities Program Plan Guide for Palo Verde Union Elementary School District*
- *Teacher, parent, student, and staff surveys will help determine if the goals are being met.*
- *If program goals are met before the 3 years, action plan will be re-assessed and updated accordingly.*
- *All stake holders will receive a program plan copy and will be notified of any updates.*

11—Program Management

Describe the plan for program management.

Funding for the Pro Youth and ELO-P Program will relate to the program vision, mission and goals.

a. Materials needed for student academic success will be purchased. (i.e. line paper, books, pencils, art supplies, computers (as needed etc...)) This will help students have all the tools they need to complete projects and homework, and do research projects.

b. Funding will allow more parent and students events. (such as Father-Daughter Dance, Art family night...) *c. Funding will allow students to be part of educational field trips. (i.e. trip to Monterrey Bay Aquarium, local colleges, museums...)* *The program organizational structure including succinct description of staff roles are:*

- *All staff are qualified candidates that will work with students of grades TK -8th. They will offer homework assistance, physical education, and enrichment activities for students every day.*
- *Staff will work with a one specific grade or combination class every month, and will communicate with their students' teachers in order to know what the student's homework is or what students need to focus more. (i.e. reading, math.)*
- *The program will create and maintain written agreements that define roles and responsibilities of all contractors and partners (as applicable).*
- *Staff is responsible for organizing and implementing daily enrichment activities based around the monthly theme. (i.e. August is Cultural Awareness)*
- *Staff will provide 30 minutes each day of physical activity. P.E. activities that will be suitable for each grade.*
- *Staff will be required to supervise students at all times and must report any issue/concern to the program supervisor.*

- *Staff will have an assigned area/duty during snack time to be able to watch students thru out the cafeteria.*
- *During homework time, staff will move around their designated room making themselves available for students.*
- *During outdoor activities, staff will not stand in one area in order to have a better view of all students and their doings.*
- *Staff will use two-way radios for fast communication with collogues, supervisor, front office, and maintenance.*
- *All staff has completed mandated reporter/child abuse training.*
- *The process and time frames for periodic review of the program plan will be shared at all times.*
- *All individuals involved with afterschool or intersession days will receive a copy of the program plan for review and to keep. All comments, suggestions, concerns regarding the plan will be taken into consideration and will be shared with staff.*
- *All staff will be knowledgeable regarding the Quality Standards implemented in the after expanded learning program, surveys and results shared with parents, teachers and students, and what the outcome of goals are.*
- *Palo Verde Union Elementary School District completes quarterly reports to the California Department of Education and internal controls with receipt prior to any funds being released for payment by the District Business Manager and Superintendent.*
- *Any district in kind match for Pro Youth is based on: transportation of students, snacks of students, facility cost and personnel cost that work with the ASES and ELO-P program directly at a cost to the District for the afterschool program.*

Attendance tracking, sign-in and sign-out procedures:

- 1. The ASES/ELO-P Director takes roll on a daily basis on all students. In addition, the ASES and ELO-P Staff sign in their students on a daily log provided by the director of the program. All students sign in for their snack prior to receiving it and after the Director has signed them in. All three sign in sheets help keep track of daily attendance.*
- 2. A student may be released early from the afterschool program prior to the end of the program time at 6:00 p.m. based on the conditions as outlined below.*
 - *Medical appointment (pertaining to the student)*
 - *Family transportation makes it difficult to be picked up at 6:00 p.m.*
 - *Weather conditions (i.e. During Daylight savings, it will become dark at an earlier time, which will make it unsafe for walking students, Foggy days when fog may roll in during the evening.)*
 - *Student must leave at designated time*

- *Attending a parallel program (programs in the school or community centers such as soccer, basketball, etc.) as long as an agreement or partnership with the program exist thus making this parallel program the child's enrichment component.*
- *Other conditions related to safety (i.e. family emergencies)*
- *Student is sick. If a student is not feeling well during the program, parents will be notified immediately to come sign them out.*
- *Whatever the case may be, program staff will record the date and time of the early release departure of the student.*
- *Parent, guardian or program staff will sign the child out. No students walk home, so all students are picked up in vehicles or by buses.*

General Question

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 will be used to increase staff needed for the afterschool program in order to meet the pupil-to staff member ratio for transitional kindergarten and kindergarten students. The funding will also be used to pay staff who are willing to work during summer and intersession days.

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?

PVUESD, through the Pro Youth Heart program, will hire enough staff for the 2022-2023 school year so that the program can maintain the correct pupil-to-staff member ratio of 10 to 1 for transitional kindergarten and kindergarten students participating in the afterschool program. Students, in transitional kindergarten and kindergarten who will be participating in the afterschool program, will remain on campus once school is dismissed at 3 pm and will be under direct supervision by staff members of the afterschool program until 6 pm. Pro Youth will recruit Palo Verde staff for all open staff positions. They will also use other avenues such as EDJOIN to recruit staff. Once hired, the afterschool program director will work directly with all new staff to train them on how to work with younger children. The lower pupil-to staff ratio will be maintained by assigning no more than 10 transitional kindergarten or

kindergarten students to one staff member. The afterschool program director will maintain the schedule of all classes for the program to ensure required ratios are followed.

Transitional kindergarten and kindergarten students will use a classroom with appropriate desks and chairs. These students will start their afterschool day with a healthy snack, then be offered homework time and assistance. During this time, teachers will provide extra support in reading, writing, and math based on what the student is working on during their instructional day. Students will participate in Physical Education games using playground and sport equipment suitable for their age. Staff members will keep in mind that this group of students may have a hard time adjusting to a long school day, and will give them the breaks they need, redirect them when off task, allow them to choose what game or activity they would like to play/do. These students will end their day with an enrichment activity created by their teacher. At the end of the day, staff will walk by their students to their designated area for dismissal. Staff will make sure these students are safe and welcomed at all times by keeping daily attendance, reporting to their supervisor any concerns or incidents, maintaining supervision of the students at all times, and giving access to a nearby restroom. Staff will make sure the student knows at all times where they are supposed to be and what they are doing

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.

PVUESD opens its doors at 7:30 am each day of the week during the school year. On foggy day schedules, the campus opens at 10:15. All students (grades PK-8) end their regular school day at 2:55 pm on Monday, Tuesday, Thursday, and Friday. All students are released at 1:15 every Wednesday. (Professional development days.) Students who ride the second bus and all after school program students report to the cafeteria for an after-school snack immediately upon dismissal. Bus riders report to the bus pick-up area when buses arrive. Each student who participates in the afterschool program will be on campus until 6:00 pm Monday through Friday.

Monday, Tuesday Thursday, Friday:

2:30-3:00 Employee prep time/cafeteria set up

3:00-3:45 Student check in/snack/bathroom break

3:50-4:15 Physical Activity

4:15-4:25 Debriefing (Bathroom break, winding down after physical exertion.)

4:25-4:55 Homework/tutoring

4:55-5:30 Winning Habits/Yoga

5:30-6:00 Clubs

6:00 Dismissal

Wednesday Schedule:

12:30-1:15 Employee prep time/cafeteria set up

1:15-2:00 Student check in/snack/bathroom break

2:05-3:05 Physical Activity

3:05-3:15 Debriefing (Bathroom break, winding down after physical exertion.)

3:15-4:05 Homework/tutoring

4:05-5:00 Winning Habits/Yoga/Activity

5:00-6:00 Clubs

6:00 Dismissal

Summer or intersession days:

Staff needed in order to run a nine-hour summer or inner session program:

Site Supervisor/Administrator

ELO-P Director

Program leaders

Instructional Aides

Cafeteria Staff

Custodial Staff

Students will have an opportunity to attend field trips, participate in activities such as sports training, life skills, hobbies, academic and non-academic competitions such as Lego Robotics, video game and chess tournaments, as well as participate in other activities that promote use of logic, decision making skills, advancing physical fitness, etc.

Sample Schedule for

7:30-8:00 Breakfast

8:00 -10:00 Class time

10:00-10:15 Recess/Physical Activity

10:15-12:00 Class time

12:00-12:30 Lunch

12:30-2:30 Student check-in/ all group games/ character counts activity/enrichment activity

2:30-3:00 Physical activity

3:00-3:30 Snack time

3:30-4:15 Enrichment activity

4:15-4:30 Clean-up and dismissal

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 afterschool 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 afterschool component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

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

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. 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-schooldays, 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 school sites 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. Expanded Learning Opportunities Program Plan Guide for Paolo Verde Union Elementary School District Page 19 of 19 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.

Plan Adopted by the Palo Verde Union Elementary School Board 8.10.22

Plan Updated by the Palo Verde Union Elementary School Board 1.17.24