

Saugus Union School District



EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

2025-2026

Prepared by:
Education Services Department
Child Development Program

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

Local Educational Agencies and Expanded Learning Opportunities Program Plan

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

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Sites that are operating Expanded Learning Opportunities Program (ELO-P) through our Child Development Program (CDP) are listed below:

1. Bridgeport Elementary
2. Cedarcreek Elementary
3. Emblem Academy
4. James Foster Elementary
5. Charles Helmers Elementary
6. Highlands Elementary
7. Mountainview Elementary
8. North Park Elementary
9. Plum Canyon Elementary
10. Rio Vista Elementary
11. Rosedell Elementary
12. Skyblue Mesa Elementary
13. Tesoro del Valle Elementary
14. West Creek Academy

Governing Board Approval Date:
Review/Revision Date: August 2025

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:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

Expanded Learning Opportunities:

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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/>.

1—Safe and Supportive Environment

Physical Safety

The program will be offered onsite at all 14 campuses within the Saugus Union School District, ensuring students have consistent access to a safe, supportive, and familiar environment. By utilizing school sites, students remain in a location they know and feel comfortable in, reducing barriers to participation and promoting a sense of security and continuity.

To ensure student safety and program quality, all staff will adhere to Saugus Union School District policies. Prior to the start of the school year, every employee will be required to complete Mandated Reporter Training along with additional district-required safety modules, which may include Supervision, Workplace Safety, Integrated Pest Management, and Playground Safety. These trainings are provided through the SafeSchools platform and are mandatory for all program staff.

The program will actively implement and participate in all district-aligned safety protocols, including fire drills, disaster preparedness drills, and lockdown procedures. These drills will be practiced regularly during program hours and will mirror the elementary school's emergency procedures to maintain consistency and minimize confusion for students. Staff will be trained on the specifics of each drill and assigned clearly defined roles to ensure smooth and effective execution. When school is not in session, the program will continue to conduct safety drills to ensure that both staff and students remain prepared and familiar with procedures. All safety drills will be documented and reviewed as part of ongoing program evaluation.

Health and wellness are critical components of the program. District nurses will provide training to staff on the proper handling of student health records, accident documentation, and administration of physician-prescribed medications. Student health records will be stored securely in confidential files. Individual Health Care Plans (IHCPs) will be reviewed by the district nursing staff with program personnel to ensure appropriate support and response for students with specific medical needs.

Major behavioral incidents and accidents will be documented using standardized program forms and shared with parents or guardians in a timely and respectful manner. These reports will be securely filed and reviewed regularly to inform practice and identify areas for improvement.

Creating a safe and supportive environment also includes fostering emotional wellbeing. The program is committed to hiring qualified and compassionate staff who understand the developmental and social-emotional needs of children. Staff will receive training on maintaining proper supervision ratios, delivering age-appropriate curriculum, building positive relationships with students, and tailoring their support to accommodate various learning styles and individual needs.

Ongoing professional development will be provided to all staff members, covering topics such as age-appropriate activities, social-emotional learning (SEL), and positive behavior strategies. These trainings will not only support student development but also promote staff wellness and resilience.

Through these comprehensive strategies—on-site programming, safety preparedness, health protocols, trained and caring staff, and ongoing professional development—the program is designed to provide a consistently safe, supportive, and nurturing environment where all students can thrive.

Emotionally Safe & Supportive

Our program is dedicated to creating an emotionally safe and supportive environment where students feel valued, respected, and empowered. A key element of this approach is our emphasis on social-emotional learning (SEL), which is woven into the fabric of our after-school and intersession programs at every site.

Employees play a central role by modeling empathy and actively teaching students how to recognize and practice empathy in their interactions with others. Staff are trained to support children in developing essential problem-solving skills and building positive, respectful relationships—with both peers and adults.

We also help children increase self-awareness and better manage their emotions. By incorporating the schools' existing SEL practices into our daily routines, we ensure continuity and consistency in behavioral expectations. Children are taught clear guidelines and strategies that promote emotional regulation and constructive social interactions.

To further support this work, our employees receive ongoing professional development in social-emotional learning, led by our district's social workers as well as outside professionals. Additionally, our program libraries are stocked with social stories and resources that address a variety of SEL topics, helping children explore and understand these concepts in a meaningful and age-appropriate way.

At Cedar Creek Elementary, the program includes hands-on learning experiences in the areas of gardening and culinary arts, fostering a spirit of community and collaboration providing a social emotional connectedness that permeates the program.

Through these efforts, we create a nurturing environment that supports the whole child and contributes to their long-term emotional and social success.

2—Active and Engaged Learning

Our program is designed to complement and enhance students' learning experiences beyond the traditional classroom, without duplicating the core instruction received during the school day. We offer academic support and homework assistance in all core subjects—including language arts, mathematics, and science—ensuring that content is aligned with California State Standards and reinforces classroom instruction. This alignment supports the continuity of learning while allowing for deeper engagement in a more relaxed, student-centered environment.

We implement best practices that recognize and adapt to students' individual learning styles and interests. By supporting the whole child, our approach allows students to learn at their own pace, helping them build confidence and a love for learning. Our hands-on enrichment projects are specifically designed to promote critical thinking and problem-solving skills, encouraging meaningful and active learning that goes beyond rote memorization.

A key component of our program is **student ownership and voice**. Students are encouraged to take initiative and explore topics that resonate with their interests. This approach leads to a deeper understanding of content and strengthens engagement. Culminating projects and artifacts serve as creative expressions of student learning, giving them a platform to showcase their progress in a tangible, meaningful way. At Cedar Creek, students have the opportunity to provide their opinions and suggestions on what crops to plant in the Edible School Yard and what dishes to prepare and learn about in the Culinary Arts program.

Each week, students participate in activities that integrate multiple content areas such as math, science, and reading, allowing for a well-rounded academic experience. They also have access to technology, including Chromebooks, for extended learning through platforms like i-Ready, NextGen, and Google Classroom.

Collaboration is central to our approach. Students frequently work in pairs or small groups to complete activities, fostering teamwork and communication. Staff also lead shared writing activities that tie into the district's monthly cultural heritage themes, providing opportunities to explore diversity, identity, and global awareness. Furthermore, students are given the opportunity to step into leadership roles by teaching lessons to their peers based on their own comfort level and personal interests.

Enrichment is a cornerstone of our program. In addition to daily planned enrichment activities led by staff, we partner with outside organizations to bring in specialized workshops and classes. These include art, music, theater, coding and more offering students enriching, hands-on experiences that they may not otherwise encounter during the regular school day.

Through these carefully curated academic supports and enrichment opportunities, our program creates a learning environment that is engaging, inclusive, and developmentally supportive—nurturing the curiosity, creativity, and confidence of every student.

3—Skill Building

Our program is intentionally designed to provide students with meaningful opportunities to build essential life skills that support both personal growth and community engagement. Students develop critical thinking, self-regulation, writing skills, peer connections, and a sense of belonging within a supportive community environment.

We offer explicit, structured lessons that target a wide range of skills, including:

Critical Thinking: Engaging students in thoughtful analysis and inquiry through real-world scenarios and reflective discussions.

Physical Development: Strengthening fine and gross motor skills through interactive, age-appropriate physical activities

Academic Proficiency: Reinforcing foundational skills in reading, writing, and math through integrated, hands-on learning experiences

Cooperative Learning: Encouraging teamwork, empathy, and effective communication

through group projects and shared responsibilities.

Our staff consistently provide opportunities for students to reflect on how these lessons apply to their everyday lives, helping them make meaningful connections between their learning and the world around them.

Problem-solving is a daily focus in our program. Whether students are identifying and resolving interpersonal challenges within the program or addressing broader community issues, they are regularly engaged in thinking critically and collaboratively. These moments are used to guide students toward becoming proactive, thoughtful members of a learning community.

Ultimately, our goal is to cultivate well-rounded individuals who possess the confidence and skills to contribute positively to our program culture—a culture rooted in collaboration, mutual respect, and collective growth.

4—Youth Voice and Leadership

Our program is deeply committed to fostering youth voice and leadership by creating a nurturing environment where students feel empowered to make decisions, express themselves, and take on meaningful leadership roles. From our youngest participants to our upper grade students, every child is given the opportunity to lead, collaborate, and contribute to the ongoing improvement of our program.

Opportunities for Choice and Voice

In the primary grades, students begin to develop their leadership skills by making daily choices. Whether selecting the first activity of the day, voting on which group game to play, or choosing art materials, students learn that their preferences and ideas matter. These moments, though small, build the foundation for confidence and autonomy.

Upper grade students are offered greater responsibility and engagement with real-world, project-based learning. They work on initiatives that address:

- * **Local community challenges**
- * **Schoolwide concerns (e.g., behavior transitions from school to after school)**
- * **Broader global topics, such as elder care in the community**

These projects help students develop leadership, critical thinking, and problem-solving skills in a collaborative, meaningful context.

Leadership in Action

Students are actively involved in the day-to-day functioning of the program. Examples include:

Daily Classroom Leadership: Students take turns serving as daily helpers, managing jobs and classroom responsibilities.

Team Leaders in Group Projects: Each group selects a team leader to facilitate discussion and guide the work.

Voting and Group Decision-Making: Students share ideas during group sessions and vote on activities or project directions.

The Question Box: Upper grade students submit anonymous questions or concerns, which are read aloud and addressed collectively, fostering problem-solving and group dialogue.

Lesson Planning Input: Students regularly submit activity and project ideas, allowing them to shape the curriculum around their interests.

Mentorship and Peer Leadership

We actively promote peer mentorship by giving upper grade students opportunities to support younger peers during activities. This cross-age interaction builds empathy, reinforces learning, and strengthens leadership.

Key youth leadership opportunities include:

- * **Serving as a Student Activity Leader for the Day**
- * **Leading PBIS (Positive Behavior Interventions and Supports) Discussions**
- * **Earning and rotating through leadership roles**
- * **Planning and facilitating parts of group projects or events**

Youth Voice in Program Development

Student input plays a crucial role in the continuous improvement of our program. Through guided reflection and open dialogue with staff, students evaluate activities and provide suggestions to make them more engaging and relevant. This participatory model ensures that youth are not just participants, but co-creators of their learning environment.

5—Healthy Choices and Behaviors

The CDP (Child Development Program) is committed to fostering healthy choices and behaviors among students on a daily basis. Our approach combines nutrition, physical activity, and social-emotional learning to support the overall well-being of every child.

Nutritious Meals and Snacks

We proudly partner with the Santa Clarita Valley School Day Cafe to ensure all students in our program receive a daily nutritious *super snack*. These snacks are carefully aligned with established nutritional guidelines and designed to meet the dietary needs of children.

- * **Daily Snack Time:** Students are given a designated time each day to enjoy their super snack in a calm, supportive environment.

* **Alternative to Lunch:** On school *Minimum Days*, when students may not receive lunch at school, we provide a **healthy lunch** in place of the super snack.

* **Family Communication:** We share a **monthly menu** with families that outlines the food being served, including nutritional information, so they are fully informed about their child's meals and snacks.

Physical Activity Opportunities

Daily physical activity is essential for maintaining a healthy body and mind. In the CDP Expanded Learning Program, students participate in **at least 15 minutes of structured physical activity every day**. These sessions include:

- * Group games and movement activities
- * Simple exercises and fitness challenges
- * Interactive lessons that build motor skills and promote fun, active play.
- * Students in the ASES program engage in physical activity associated with caring and cultivating crops in the Edible School Yard Garden.

These activities are not only fun but also serve to develop lifelong habits of movement and wellness.

Health Education and Social-Emotional Wellbeing

Health-focused education is integrated into our daily programming. Staff provide **interactive lessons** that combine physical activity with health education to reinforce concepts such as nutrition, exercise, hygiene, and wellness.

Moreover, we prioritize the **social-emotional well-being** of each student. Our team designs activities that align with students' interests while introducing them to new games, rules, and experiences that promote cooperation and self-awareness.

- * We infuse Social Emotional Learning (SEL) into our daily practices.
- * We display the school-wide behavior expectations for continuity from school day to expanded learning and use incentive tickets to reinforce good choices and strong citizenship.
- * Explicit lessons and activities help students understand and apply these values in their daily lives.
- * In the ASES program students participate in The Edible School Yard and Culinary Arts curriculum learning about healthy living and the hands-on experience in nature provides for social emotional well being.

This comprehensive approach ensures that students in our program not only learn about healthy living but also experience it firsthand through nutritious food, engaging physical activity, and emotional support that helps them grow into well-rounded individuals.

6—Diversity, Access, and Equity

The CDP Expanded Learning Program is deeply committed to fostering a learning environment that embraces **cultural and linguistic diversity**, ensures **equitable access**, and actively includes **students of all abilities**. Our goal is to create a program where every child feels valued, represented, and empowered.

Cultural and Linguistic Diversity

Our program celebrates and promotes the diverse backgrounds of our students and staff through a variety of intentional activities and collaborations. These include:

- * **Culturally Themed Weekly Lessons:** Our staff creates lessons based on the school district's calendar of cultural observances, such as Black History Month, Hispanic Heritage Month, and Women's History Month.
- * **Cultural Heroes and Contributions:** Lessons spotlight historical and modern figures from diverse backgrounds, such as honoring the contributions of Indigenous Peoples during Native American Heritage Month, with a focus on their positive impact on California communities.
- * **Multicultural Storybooks:** Students have access to a rich library of culturally diverse books. Story time often features titles that reflect a variety of traditions, languages, and experiences, fostering awareness and empathy.
- * **Student-Led Cultural Sharing:** Children are encouraged to share their family traditions, holidays, and customs. These moments are often turned into art projects or classroom displays that reflect their heritage.

Social Emotional Learning and Community Building

- * **Through Social Emotional Learning (SEL) lessons,** we emphasize inclusion, acceptance, and empathy. Students are taught to appreciate differences and understand the strengths that diversity brings to their community.
- * Daily **welcome circles** and **positive check-ins** provide a structured time to build relationships and reinforce community values and expectations, ensuring every student starts their day feeling connected and seen.

Access and Equity for All Students

- * **We collaborate with school and district data teams** to ensure that unduplicated pupils—including English learners, low-income students, and foster youth—have full access to both afterschool and intersession programs.
- * **Site team meetings** include dedicated time for staff to discuss student needs and adjust programming to support inclusion and engagement.
- * **Hiring Practices:** We recruit staff that reflects the backgrounds of the students we serve, attending local job fairs and partnering with nearby high schools and communities to build a diverse and representative team.

Support for Students with Disabilities

- * The CDP program ensures access for **students with disabilities** by working closely

with **school site staff, families, and school support service teams** to provide necessary accommodations.

- * Activities are adapted as needed to ensure full participation, and staff receive guidance and training to meet students' individual needs.

- * Through inclusive planning and a flexible approach, we strive to create a space where students of all abilities can thrive.

By embedding diversity, equity, and inclusion into the foundation of our program, we create a safe, welcoming, and enriching environment for every student. Our continued collaboration with families, schools, and the wider community helps us meet the evolving needs of our learners and uphold our commitment to educational equity.

7—Quality Staff

Staff Engagement

At the heart of our Child Development Program (CDP) is a strong commitment to cultivating meaningful relationships and fostering student-centered, asset-based learning environments. We believe that the quality of staff directly impacts the quality of student experiences. That's why we are intentional in both how we recruit and how we support our team.

Recruitment & Hiring Practices

Our recruitment efforts are broad and inclusive, designed to attract a diverse and passionate pool of candidates. We recruit through:

- * The district website and weekly newsletters
- * Partnerships with local colleges and job fairs
- * Social media outreach and community flyers
- * Collaboration with the local high school district's Office of College and Career Readiness

The hiring process includes a comprehensive interview where applicants share their experience, knowledge, and interests. This allows us to align individual strengths with program needs. All hires must complete background checks and fingerprint clearance prior to employment. From day one, we ensure all staff are oriented with our mission, vision, and core values.

Our CDP team is made up of:

- * Site Supervisors
- * Assistant Site Supervisors
- * Activity Leaders

Staff Development & Engagement

We are committed to the continuous growth and engagement of our team. Professional development is an integral part of our program and occurs in multiple formats to ensure staff are well-supported and consistently growing.

Ongoing Professional Development Includes:

- * **Biweekly leadership meetings** with Site and Assistant Site Supervisors, led by the Assistant Director of Child Development Programs and the Director of Categorical and Special Programs
- * **Monthly staff meetings** for all team members to foster collaboration and professional dialogue
- * **District-provided training** opportunities for Activity Leaders and supervisory staff
- * **Workshops** led by contracted industry professionals, providing access to current best practices and innovations
- * **Conference attendance**, with selected staff sharing new knowledge with the team through presentations and collaborative learning

Collaborative Program Planning

Each week, our site leaders collaboratively design and review lesson plans, ensuring consistency, creativity, and alignment with program goals. These plans are discussed with Activity Leaders to encourage feedback, provide guidance, and ensure materials and resources are accessible.

The Assistant Director and Director of Categorical and Special Programs also conducts regular site visits, offering coaching, mentorship, and on-the-job training. These interactions help strengthen staff capacity, build leadership skills, and maintain high-quality program implementation.

Minimum Staff Qualifications

Activity Leaders (Instructional aides) within our program are held to rigorous standards aligned with Local Educational Agency (LEA) policies. Activity Leaders, who function in instructional aide capacities, must pass a basic skills test to ensure competency in supporting student learning. Additionally:

- * **Assistant Site Supervisors** are required to hold an Associate's Degree.
- * **Site Supervisors** must possess a **Program Director Permit** issued by the California Commission on Teacher Credentialing.

All applicants are subject to a multi-tiered hiring process which includes paper screening, interviews conducted by a panel from multiple departments, and in some cases, second-round interviews. References are thoroughly checked for Site and Assistant Site Supervisors prior to any offer of employment.

Health and Safety Screening for Staff

Health and safety compliance is a cornerstone of our hiring and onboarding process:

- * **Tuberculosis (TB) Testing:** All employees must present a negative TB test before beginning employment and are required to repeat the test every two years. If a positive test result occurs, the individual must provide a clear chest x-ray report.
- * **Fingerprinting and Background Checks:** All staff undergo LiveScan fingerprinting. Results are processed and reported to our Human Resources department by the California Department of Justice.
- * **Certificate of Clearance:** All employees are required to maintain a valid Certificate of Clearance throughout their employment.

Maintaining Minimum Staffing Ratios

Our program is committed to maintaining staffing ratios that ensure safe and effective supervision of students:

- * **Transitional Kindergarten and Kindergarten:** Maintained at a **10:1 student-to-staff ratio**
- * **Grades 1 through 6:** Maintained at a **20:1 student-to-staff ratio**

These ratios are upheld year-round through strategic staffing and oversight. Our dedicated Human Resources Assistant actively monitors the substitute Activity Leader pool to cover any staff absences. All substitute staff members are held to the same qualifications and undergo the same health and safety screenings as permanent staff.

Staff Development

Our Child Development Program prides itself by putting relationships at the forefront of what we do. We lead with a student-centered, student-asset focus in all that we do, including hiring practices, program development and activities. Our CDP consists of Site Supervisors, Assistant Site Supervisors, and Activity Leaders. Our staff is recruited through the district website, district weekly newsletters, local colleges, local job fairs and by fliers posted on social media as well as our partnership with the local high school district's office of College and Career Readiness. The hiring process consists of an interview and upon hiring, completion of documents and a fingerprint clearance is needed. The applicant will have the opportunity to discuss their experience, knowledge and interests during the interview. These components will be considered based on the needs of the program. We ensure that the people we hire share our core values and are informed of our mission and vision for the afterschool program.

Our staff undergoes a variety of professional development opportunities. Site Supervisors and Assistant Site Supervisors meet biweekly with our Coordinator of Child Development Programs and our Director of Categorical and Special Programs where they engage in professional learning, leadership development, and program development focused on our program goals, mission, and vision. We have a team of site leaders who collaborate and create weekly lessons that are then reviewed and shared with each site. The site leaders then review these activities and lessons weekly with the activity leaders, providing guidance, seeking feedback, and ensuring that resources and materials are available to implement. Some of our site leaders are able to attend conferences and workshops and then present their new learning back

to our staff. The Coordinator visits sites and provides on-the-job coaching for all site leaders through mentorship, collaboration, and meetings.

Professional Development will occur in a variety of ways including:

- * Through monthly staff meetings
- * District-provided professional development for activity leaders and assistant site and site supervisor

8—Clear Vision, Mission, and Purpose

The Child Development Program aims to ensure we support the social, emotional, and academic growth of our students through an enriching, fun, and supportive after school and intersession program. Our program goal is to extend the learning experience of students within the Saugus Union School District and provide consistency and support to meet the needs of our students and their families. Our students, staff, and families take an annual survey that is aligned to the Quality Standards for Expanded Learning. We also meet with our educational partners and discuss our ELO-P input through meetings with our District English Language Advisory Council, Parent Advisory Council, and school-based Site Councils and English Language Advisory Council.

We will ensure that we are truly living our vision, mission, and purpose through the monitoring of our goals which include:

- * Implementing homework and enrichment components daily in a quiet environment to support student learning and develop student curiosity and skillset.
- * Engaging our staff in professional learning opportunities that empower them to address the variety of student and family needs.
- * Implementing our weekly calendar of events, activities, and lessons so that all 15 sites are aligned in meeting the program vision, mission, and purpose.
- * Maintaining accurate attendance records and maintaining target attendance traditionally underserved students.
- * Communicate program activities and learning goals to our families on a consistent basis for all 15 school sites

9—Collaborative Partnerships

Students and Families

Our program values input from our educational partners and students. We collaborate with our district parent liaisons to ensure we are providing access and support to our students from low socioeconomic backgrounds and our students who are experiencing homelessness or are in foster care. The goals of our program are monitored by both internal and external educational partners through district administrative meetings, district Parent Advisory Committee (PAC) and District

English Learner Advisory Committee (DELAC) meetings, as well as Educational Partner LCAP meetings. Our students and families take a yearly survey and give input on the various programs and activities experienced throughout the year.

Community Based Organizations and other Non-LEA Partners

The Child Development Program works collaboratively with the CDP staff, school site and district staff, students and families, as well as with our community. We are developing a partnership with the Early Child Education department at the College of the Canyons, a local community college, to provide some professional development for our staff as well as provide mentorships within our CDP. We are also collaborating with local enrichment vendors to provide fun enrichment opportunities for our students such as chess, visual arts, and music. We share highlights about our program at every school board meeting to ensure the SUSD board members and community are made aware of what our program has to offer our students within our school community. We work with school site administrators to ensure our goals are aligning with the needs of the students at each school site.

10—Continuous Quality Improvement

The Child Development Program will use the California After School Program Quality Self Assessment Tool (CAN-QSA), annual CDP survey aligned to the CDE's Quality Standards, on-site observations, interviews, and staff training to assess and improve the program quality. The program will collect data, reflect on the information and implement an action plan for any areas needed for improvement. Upon analyzing the data and devising an action plan, the CDP staff will implement the plan, reassess frequently and update any needed areas.

The focus areas this coming year will be:

- Youth, Voice, and Leadership
- Diversity, Access, and Equity

Timelines - Meetings will be scheduled in July, November, and March, yearly. The meeting in July will be used to plan the remaining meetings for the school year, develop a schedule for site planning and goals, select individuals responsible for activities, construct a timeline for completion, and review our budget. The surveys will be conducted once a year to align with our district's LCAP Connectedness Survey. The plan will be reviewed at each of our meetings to ensure we have the ability to adjust and modify the plan.

Staff Roles - Through the collaboration process with the Director of Categorical and Special Programs, CDP Coordinator, CDP staff, site and district level staff, parents and students, all educational partners will be active participants in the program quality improvement process. Ongoing collaboration and communication with educational partners will support the assessment process. Staff will be included and encouraged to help create surveys and interview questions and analyze data. The staff will be supported by the Site Supervisors and Assistant Site Supervisor to ensure fidelity and efficiency in implementing the plan.

Educational Partners- Educational Partners will be involved in the process of participating in and analyzing the surveys as well. They will also be involved in the assessment process. The results of the above assessment will be used to revise plans, ensure that standards are being met, modify program activities, and plan staff training to ensure the quality of staff is maintained, and help to improve the resources and services that are being provided by the program.

11—Program Management

Policies and Procedures

The program has an organizational structure to ensure management of the program and implementation of the ELO plan. We have a Director of Categorical and Special Programs who oversees the program itself including funding, program implementation, and educational partner collaboration and community partnerships. There is a Program Coordinator who is responsible for the direct supervision of the program and manages the contract budget. The Program Coordinator also plans and schedules the professional development for the employees, facilitates hiring, and manages the CDP budgets for the afterschool program. The Program Coordinator works closely with the Site Supervisors. The Site Supervisors are responsible for supervising and mentoring the assistant site supervisors who are housed at each site, purchasing materials for activities, maintaining open communication with each school site's personnel and families in the program, and ensuring all safety guidelines and procedures are up to date. We also have Assistant Site Supervisors located at each site who are responsible for supervising and mentoring the activity leaders, maintaining open communication with personnel and families in the program, and ensuring all safety guidelines and procedures are up to date. Our activity leaders are the program's front line workers that work directly with the children. They implement the scheduled activities, assist with homework, and support the children with their individual needs. The Assistant Site Supervisor schedules meetings weekly with the activity leaders to review program activities and provide ongoing support and mentorship to ensure we are living our vision, mission, and purpose. The Site Supervisor has bimonthly meetings with the district program staff to review best leadership practices in implementation of our program plan including examining curriculum, safety procedures, behavior supports, staffing, etc. and the Assistant Site Supervisors and Site Supervisors meet bimonthly to review curriculum, safety procedures, behavior supports, enrichment, etc. that pertain to all the sites. The methods of communication between staff members include emails, notices for the staff bulletin board, phone calls and in person meetings.

Budget

Total Program Budget: \$ 4,669,565 (based on SY 2024-25)

The budget is allocated based on the following needs in accordance with applicable statutes and regulations.

Program Site Highlight: Cedar creek Elementary – Edible Schoolyard & Culinary

Arts Project

Cost-Share Contributions: Facilities, utilities, district oversight, and administrative support services are provided by the LEA as in-kind contributions.

1. Personnel & Staffing

- * **Site Supervisors** oversee 14 sites.
- * **Assistant Site Supervisors** manage daily operations, supervise staff, ensure safety procedures, and align programming with the California Quality Standards for Expanded Learning.
- * **Activity Leaders and Instructional Staff** plan and deliver both academic support and enrichment activities aligned to Common Core and STEAM standards, including visual arts, performing arts, STEM clubs, and culinary instruction.

Professional Development & Training

- * **Ongoing training** ensures staff are equipped to support diverse learners, implement trauma-informed practices, and design project-based learning (PBL) activities.

2. Program Supplies & Materials

- * **Academic Supplies:** Curriculum-aligned materials for literacy, math, and science lessons, including manipulatives, books, and learning tools.
- * **Enrichment Supplies:** Art supplies, musical instruments, sports equipment, and materials for theater, robotics, and Spanish language programming.
- * **Culinary Arts & Edible Schoolyard Materials (Cedarcreek Elementary) :**
Gardening tools, planting beds, seeds, kitchen equipment, and consumable food items used in cooking classes that teach nutrition, sustainability, and cultural literacy.

3. Transportation

Busing for students from central locations to ensure accessibility across multiple school sites, including accommodations for students experiencing homelessness or foster care. This service is provided for our expanded learning summer program.

4. Student Access and Equity

* **Free Tuition & Support Services**

Funds are allocated to fully subsidize program costs for all students identified as:

- * Homeless
- * In foster care
- * Qualifying for free or reduced-price lunch
- * This ensures equity of access and removes financial barriers to participation.
- * Additional Financial Subsidies available for Families who are experiencing financial hardship
- * Sliding scale rates available for those families identified by staff or families

requesting assistance

5. Family Engagement & Community Partnerships

Includes hosting family nights, parent workshops, and student showcases, particularly tied to the Cedar Creek Edible Schoolyard project. Students help plan menus, give garden tours, and present cooking demos, enhancing student voice and leadership.

Program Alignment with Student Needs

- * **Academic Needs:** Lessons are aligned to the California Quality Standards for Expanded Learning and support grade-level standards through hands-on, experiential learning.
- * **Whole Child Development:** Enrichment activities integrate SEL, STEAM, and cultural relevance, fostering creativity, critical thinking, and collaboration.
- * **Community & Cultural Relevance:** The Edible Schoolyard and Culinary Arts program is rooted in project-based learning that gives students ownership and connects learning to real-life skills.
- * **Student Voice & Agency:** Student input is gathered through surveys and advisory groups. At Cedar Creek, students co-design garden plots, select recipes, and lead cooking demos.

Summary

This budget responsibly allocates ELOP funds to provide high-quality, equitable programming that supports academic growth, social-emotional development, and enrichment for all students—especially those facing the greatest barriers. Through strategic investment in staffing, materials, transportation, and innovative programming such as the Cedar Creek Edible Schoolyard, the budget reflects the voices, needs, and aspirations of the students and families we serve.

Implementation and Oversight of ELOP Requirements

Saugus Union School District, the Local Educational Agency (LEA) is committed to ensuring the Expanded Learning Opportunities Program (ELOP) is implemented with fidelity, transparency, and accountability. Oversight mechanisms, internal controls, and ongoing evaluations are established to ensure all program components align with statutory and regulatory requirements, as well as the California Quality Standards for Expanded Learning.

1. District Oversight and Leadership

- * **Director and Assistant Director:** The Director and Assistant Director provide direct oversight of the program across all sites. Their responsibilities include:
 - * Approving budgets and expenditures to ensure they are reasonable,

necessary, and allowable.

- * Supervising site coordinators and program staff.
- * Monitoring program implementation to ensure alignment with the California Quality Standards for Expanded Learning and the program plan.
- * Meeting regularly with site leaders to review progress, address challenges, and share best practices.

*** Site Supervisors and Assistant Site Supervisors**

- * Five Site Supervisors hold California Permits and receive extensive training and supervise 4-5 sites each to ensure compliance and oversee Assistant Site Supervisors hold regular staff meetings and collect program data for review.
- * Each site is managed by a trained Assistant Site Supervisor who ensures daily program operations adhere to district policy and grant requirements. Assistant Site Supervisors maintain attendance records, staff schedules, and lesson plans.

2. Internal Controls and Auditing

*** Internal Financial Controls**

The LEA's fiscal department uses standardized financial procedures and a dedicated accounting code for ELOP to track all expenditures. Purchase orders, invoices, and payroll records are reviewed and reconciled monthly.

*** Internal Audits**

The LEA conducts regular internal audits to confirm that ELOP funds are spent in accordance with applicable regulations and program goals. Any discrepancies are immediately addressed with corrective action plans.

*** External Audits**

Annually, an external independent auditor reviews the ELOP program and its finances as part of the district's general audit process. Findings, if any, are reviewed by the Director and district leadership and used to strengthen fiscal accountability and program practices.

3. Quality Self-Assessments and Continuous Improvement

*** California Quality Standards Self-Assessment**

The program participates in annual self-assessment using the California Quality Standards for Expanded Learning. Staff, students, and families are engaged in the review process to ensure a well-rounded evaluation. Areas assessed include:

- * Safe and supportive environment
- * Active and engaged learning
- * Skill building

- * Youth voice and leadership
- * Healthy choices and behaviors
- * Diversity, access, and equity

***Program Improvement Plans**

Results from the self-assessment guide the development of site-specific improvement plans. These plans include measurable goals, timelines, and strategies to address identified areas for growth.

4. Data Collection and Reporting

***Student Data Tracking**

Attendance, academic progress, and participation data are collected and analyzed to evaluate program impact. This data is also disaggregated by student (e.g., foster youth, homeless students, English learners) to ensure equity of access and support.

***Stakeholder Feedback**

Surveys and focus groups with students, families, and staff are conducted at least twice per year. Their input informs program adjustments and helps ensure responsiveness to community needs.

***Program Monitoring Reports**

Quarterly reports are submitted to district leadership and shared with stakeholders to document progress toward program goals, fiscal accountability, and student outcomes.

5. Compliance and Equity Assurance

***Free Access for Qualifying Students**

Systems are in place to ensure all foster youth, students experiencing homelessness, and students eligible for free or reduced-price meals are automatically granted free access to the program.

***Equity in Program Design**

Lessons are culturally responsive and incorporate student voice, with special focus on supporting historically underserved student populations. Program design includes targeted outreach to families to ensure inclusive participation.

Conclusion

The LEA ensures effective implementation of the Expanded Learning Opportunities Program through rigorous oversight, strong internal controls, and a culture of continuous improvement. The Director and Assistant Director lead with fidelity, informed by audits, assessments, and stakeholder engagement to ensure the program meets the highest standards of quality and equity for all students.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? **Yes**

Do you have a 21st CCLC Grant? **No**

Currently, within our district, the ASES program and ELO-P are fully integrated into a unified after school framework. Although we have one program specifically designated as an ASES-funded site, it operates in alignment with the other 14 school site programs across the district. This alignment extends beyond funding—our afterschool programs share the same structure, staffing models, training standards, and daily schedules. All program staff, regardless of funding source, are trained together and adhere to the same expectations and practices. The ELO-P funding partially funds the Edible SchoolYard and Culinary Arts program at Cedar creek which provides students with unique opportunities for hands-on learning.

By coordinating and streamlining these various funding sources under a single, cohesive vision, the Saugus Union School District ensures equity, consistency, and quality in afterschool programming for all students.

Students in our ASES program have the opportunity to engage in hands-on learning experiences in the shared use of the Edible School Yard and Culinary Arts program at Cedar creek Elementary School. Staffed with experienced culinary and agricultural arts professionals; real world experiences, environmental sciences, health and nutrition lessons are taught throughout the week adding a unique and problem solving opportunity for students.

Transitional Kindergarten and Kindergarten

To ensure compliance with EC Section 46120(b)(2)(D), which mandates a pupil-to-staff member ratio of no more than 10 to 1 for programs serving transitional kindergarten (TK) and kindergarten students, we have developed a comprehensive plan addressing staffing, recruitment, training, and curriculum design.

Staffing Plan and Ratio Maintenance

We will maintain the 10:1 pupil-to-staff ratio through a strategic staffing model that includes a combination of assistant site supervisors and activity leaders. These team members are assigned specifically to support our younger students and are integrated into each classroom setting to provide consistent support. Additionally, we have a dedicated Human Resources Assistant who oversees a pool of substitute activity leaders. These substitutes are held to the same hiring and training standards as our permanent staff, allowing us to maintain ratio compliance in the event of absences.

Recruitment Strategy

To meet current and projected staffing needs, we are actively recruiting through multiple channels:

- * **Online platforms: Including EdJoin and Indeed**

- * **Partnerships with educational institutions:**

Such as our local high school district's Director of College and Career Readiness, and College of the Canyons' Early Childhood Education department

- * **Community outreach:**

Including informational campaigns and job fairs targeting individuals interested in early education

Professional Development and Preparation

Recognizing the specialized needs of TK and kindergarten-aged students, we are investing in targeted professional development. Staff will receive ongoing training delivered by our district's Teachers on Special Assignment (TOSAs), who specialize in early childhood education strategies. Additionally, our collaboration with College of the Canyons allows for specialized workshops and coursework focused on child development, behavior management, and instructional strategies for young learners.

Professional development topics include:

- * An overview and implementation of the **Preschool/Transitional Kindergarten Learning Foundations (PTKLF)**, which provide a framework for understanding age-appropriate developmental milestones

- * Strategies for supporting social-emotional learning, early literacy, and motor skill development

- * Creating developmentally appropriate environments and activities that foster curiosity, exploration, and foundational academic skills

Developmentally Informed Curriculum

Our TK and kindergarten curriculum is being carefully curated and vetted by district experts, including our experienced state preschool teachers. The program emphasizes play-based, inquiry-driven learning that aligns with the California Preschool Learning Foundations. Lessons are structured to be hands-on and interactive, addressing cognitive, social-emotional, and physical domains of development. This approach ensures not only compliance with staffing ratios but also a robust, age-appropriate learning environment where our youngest students can thrive under the guidance of trained and caring professionals.

*Sample Schedule During School Day
(transitional-approximate times)*

8:00-12:45	School Day
12:45-1:05	Snack
1:05-1:25	Academic Productive Play Centers
1:25-2:00	Physical Education Games
2:00-2:30	Enrichment Activities
2:30	Dismissal

Sample Schedule During School Day (full day)

8:00-12:45	School Day
12:45-1:05	Snack
1:05-1:25	Academic Productive Play Centers
1:25-2:00	Physical Education Games- Student Choice
2:00-4:00	Enrichment Activities, Art, SEL, Music, Dance, Technology, Career, etc.- Student Choice
4:00-4:30	Super Snack
4:30-5:30	Physical Education Games
5:30-6:00	Reflections activities - Choice

Offer and Provide Access

Our Local Educational Agency (LEA) is committed to ensuring that all families have equitable access to the **Expanded Learning Opportunities Program (ELO-P)**. We recognize the diversity of our community and actively use **culturally and linguistically responsive communication strategies** to inform and engage families.

To ensure all families are fully informed about the program:

***Multilingual outreach** materials (including flyers, forms, and program details) are communicated through a program that translates messages in the language of choice by the family. All Title I schools provide translation of these messages in Spanish since the school population is over 15% Spanish speaking.

* **Interpretation and translation services** are available at parent meetings, orientations, and in phone or in-person communication, ensuring that language is never a barrier to participation.

* **Communication** is distributed through multiple platforms, including:

- * **School newsletters and email blasts**
- * **Remind and ParentSquare messages**
- * **Automated phone calls(emergency) and text messages**
- * **District and school websites**, updated regularly with current program information
- * **Agreements. Enrollment, and Questions templates** are translated in the enrollment platform.
- * **On-campus flyers and school staff**, who are trained to answer parent questions or refer them to support staff.

We also work closely with **community liaisons** who are **family engagement specialists** who serve as cultural brokers to help families understand and feel comfortable engaging with the ELO-P.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Our program typically does not include field trips. If field trips are scheduled they are aligned to California Quality Standards and enrich grade level academic standards. The type of field trip our CDP Expanded Learning Program would take might mirror this **example**:

“Ecosystems in Action”

Purpose of the Field Trip:

The purpose of this educational field trip is to enhance students’ understanding of life sciences, specifically ecosystems and environmental interactions, through hands-on, real-world experiences. The visit to the California Science Center will reinforce and enrich the academic content taught during the ELO-P’s science enrichment units and support the California Quality Standards for Expanded Learning, particularly those focused on active and engaged learning and skill-building.

Learning Outcomes:

Students will:

- *Identify key components of various ecosystems and describe their interdependence.
- *Analyze the role of plants, animals, and humans in different habitats.

- *Engage in critical thinking and inquiry through interactive exhibits and educational workshops.
- *Strengthen vocabulary and science literacy through observation, discussion, and journaling.
- *Foster collaboration and communication by participating in group exploration activities.

Field Trip Location and Educational Significance:

Location: California Science Center, Los Angeles, CA

The California Science Center offers a dynamic environment where students can interact with exhibits that directly tie to Next Generation Science Standards (NGSS) and California Common Core Standards. The Ecosystems exhibit provides a comprehensive look at biological communities and environmental challenges, making it a valuable educational destination for youth learning about life science and sustainability.

Anticipated Date(s) and Duration:

Date: July 31, 2025

Duration: Approximately 6 hours, including travel time

Grade Levels Participating:

Grades 4–6

Transportation Arrangements:

Students and staff will be transported via district-approved school buses. Departure from the school site will occur at 9:00 AM, with return expected by 3:00 PM. All transportation and field trip planning will adhere to district safety protocols and ELO-P staffing ratios. Only students enrolled in the ELO-P program will attend, and staff present will meet district minimum instructional aide qualifications.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

Fee Schedule and Waiver Policy:

Our CDP Program charges the following fees:

***Registration Fee:** \$50.00 per student (not to exceed \$100.00 per family)

***Daily Fees:**

* \$10.00/day for TK and Kindergarten students (approx. 2 hours)

* \$32.00/day for TK/K students (approx. 5.5 hours)

* \$22.00/day for students in grades 1–6 (approx. 3.5 hours)

Waivers and Sliding Scale:

- * Fees are **waived** for families of students who:
- * Qualify for free or reduced-price meals,
- * Are experiencing homelessness as defined by the McKinney-Vento Act,
- * Are in foster care,
- * Are English learners from low-income households (based on family income survey).

For families who do not meet the full waiver criteria but demonstrate financial hardship, a **sliding scale** fee structure is available. This structure considers family income and ability to pay. Families may request a reduced fee by submitting income documentation.

No part-time registration is available; the program operates 180 days per year.

Additional support is available through our **site social worker**, who helps connect families to community resources and agencies.

Enrollment priority is given to unduplicated student groups, including homeless and foster youth, students eligible for free or reduced-price meals, and English learners.

Sample Program Schedule- Regular School Day

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Sample Schedule During Intercession Day and 30 day additional requirements

8:00-9:00	Welcome Circle and Activity
9:00-10:00	Enrichment Activity
10:00-10:30	Snack and Outdoor Play
10:30-11:30	Art/Craft
11:30-12:00	Outdoor Group Game
12:00-12:30	Lunch
12:30-1:30	Enrichment
1:30-2:00	Choice Center Time
2:00-3:00	Math Games
3:00-4:00	STEAM Activity

4:00-5:00	Group Game Outside
5:00-6:00	Art Lesson

Sample Schedule During School Day (transitional-approximate times)

8:00-12:45	School Day
12:45-1:05	Snack
1:05-1:25	Academic Productive Play Centers
1:25-2:00	Physical Education Games
2:00-2:30	Enrichment Activities
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Sample Schedule During School Day (full day)

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2:00-4:00	Enrichment Activities, Art, SEL, Music, Dance, Technology, Career, etc.- Student Choice
4:00-4:30	Super Snack
4:30-5:30	Physical Education Games
5:30-6:00	Reflections activities - Choice

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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 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.

Regular Schooldays and Hours

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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours

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

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

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

Program Components

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.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.
 - (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.