

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	Vallecitos School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Vallecitos Elementary School

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

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

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

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-

P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

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

In partnership with the arc Experience, the Vallecitos School arc program is operated on campus only. All arc staff are provided extensive trainings in safety and prevention. Trainings include First Aid/CPR (general first aid and First Aid/CPR certification), School Safety, Classroom Management, and Social Emotional Learning (SEL).

Safety Training includes Earthquake, Shelter In Place, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, Fire, and provides important emergency contact information – Local law enforcement, Fire Fighters, Paramedics, and Child Protective Services. Additionally, all Arc staff have been trained on the Vallecitos Emergency Response Plan and keep in close contact with Vallecitos site staff regarding any safety concerns. Any current or urgent safety incidents are addressed immediately through the district liaison, then by the arc Site Coordinator to frontline staff, students, and families. Notifications are made by phone call, email, or site visit. Site Coordinators meet monthly with the school administration and review district safety updates. Information also includes classroom management and SEL tips. The Site Coordinator meets twice a month with the arc Management Team to review any programmatic concerns. The Site Coordinator meets with their staff weekly to stay informed with site-specific safety information including student health updates, emergency phone numbers, safety reviews, drill planning, classroom management, and SEL activities.

The arc Management team and Site Coordinator attend San Diego County Office of Education SDCOE trainings and meetings. All legislative information is then shared with site staff and school administrator.

The arc program provides a robust structure, and staff is trained to provide a safe and welcoming classroom for their students by establishing classroom routines, classroom agreements, consequences, weekly meetings, and a daily check-in. Parents are informed of expectations at the annual Parent Orientation and are kept informed through daily tutor/coordinator check-ins, monthly newsletters, and phone calls as needed.

STEAM (Science, Technology, Engineering, Art, Math) curriculum is implemented during the program's modified day. All students are given an opportunity to work collaboratively to solve engaging and relevant problems using innovation and creativity. The engineering design process allows students to identify problems, design possible solutions, test and evaluate those solutions until the best solution is discovered. STEAM in the classroom engages students in real-world situations and allows students to experience solution finding for problems that are relevant to today's world and their communities.

Programs incorporate the ASSET (After School Staff Essentials Training) curriculum for program structure, and Moderate to Vigorous Physical Activity. Students are provided physical activities on a daily and weekly basis for structured play but also have opportunities for students to engage in organized sports such as soccer, flag football, tennis and dance both through arc and via teacher coaches at the site.

2—Active and Engaged Learning

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

The arc Site Coordinator collaborates with the school administration and teachers to design their programs to support daytime academics. Homework time is a continuation of the regular classroom routine which includes completing work that was started during the day, or given as homework, as well as providing a time for reading.

Enrichment time gives students opportunities to extend their learning beyond language arts and math including time to study and explore science, nutrition, art, agriculture, gardens, STEAM, and a variety of other student interests. Some of the enrichment is offered through community partnerships and some is offered through the arc Enrichment Department.

The arc program provides a safe place for students to learn and grow while they get assistance with their homework and experience new and innovative opportunities. Our program helps students build self-confidence by participating in the following hands-on, project-based activities:

- Culinary: Using healthy eating habits, students will be encouraged to try new foods, learn about the food pyramid, and practice measuring. Students study kitchen safety, nutrition, and proper cooking techniques as they prepare recipes they can easily create at home.
- Gardening: After school garden clubs provide a great way for students to learn about gardening and gain hands-on experience growing their own food, and tasting the fruits (and vegetables!) of their labor. During this program, students will develop a new skill in gardening each week and learn how they can apply these skills to their own gardens at home or in the community.
- Art: Painting is an artistic form that kids of all ages and skill levels can enjoy. What you'll learn in this class is how to choose the right supplies, the different kinds of paints and how they affect the final look of the work. Students will learn the fundamentals of shape, shading, and color density.
- Dance: Students learn simple hip hop moves and the basic eight counts of most dances, ultimately able to create a full routine. They trace hip hop's history and how it's evolved into one of the most popular and culturally significant dance styles.
- Robotics/Coding: Putting the Engineering Design Process to work, students work in teams to plan, build, test, and modify their own robotic creations! LEGO® Education Spike or VEX IQ, and other educational kits are utilized, mirroring programming language used by engineers and scientists to help creative minds put mathematical concepts to the test as they develop a better knowledge of robotics, computer programming, and teamwork.
- STEAM: Utilizing a variety of lessons and activities, students learn more about science, technology, engineering, art, and math. Students engage in problem solving, critical thinking and experimentation.
- Sports Teams: Vallecitos site staff coach students in competitive sports, such as volleyball, flag football and soccer throughout the year. Students have opportunities to compete in tournaments throughout the county.

3—Skill Building

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

Students in the arc program receive supplemental instruction in one or more of the core academic subjects (reading/language arts, mathematics, history and social studies, or science). Each lesson is designed to reinforce previously introduced skills. Students, identified by school day teachers, are encouraged to enroll in the program. Students receive intervention and work on specific skills in language arts and mathematics. Lessons will parallel the regular school day curriculum with the goal of filling academic gaps for children who are not meeting standards. After

school staff will communicate and collaborate with students' teachers, so that academic support is provided seamlessly throughout the day. The lesson plan for each day includes a learning goal, as well as any California State Standards that are being addressed. The lesson is broken down into stages of preparation, instruction, activity, and reflection, guiding students through a supportive learning path.

- All homework comes directly from the regular school day programs.
- Advanced academic materials and enrichment is provided that aligns with current lessons being taught in each student's classroom. These materials are aligned with the each students grade level.
- The Site Coordinator and staff communicate with classroom teachers on a regular basis to clarify student needs, questions about curriculum, and to keep apprised of any changes or updates.
- The Site Coordinator and Management Team work with the Vallecitos principal to communicate any needs or questions regarding the program and to stay updated on school day concerns and needs.

4—Youth Voice and Leadership

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

The fundamental philosophy of the arc program design is to serve the interests of students, creating courses, events, and activity schedules around their needs. Innovation and student choice are essential to the program design. This is based on the premise that when students are encouraged to make their own choices, they are empowered to become active learners with the confidence to forge their own educational trajectories. This, in turn, boosts their engagement in the regular day classroom, yielding significant growth for students and schools.

Staff observe what keeps students excited in order to determine the program design. In addition to informal assessments, the arc program also collects quantitative data. Students are surveyed on a bi-annual basis (fall and spring) to assess program-wide trends in needs and interests. This information is incorporated into site action plans by program staff, so that a broad representation of students voices are heard.

5—Healthy Choices and Behaviors

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

The arc program aims to educate the whole child, including physical and nutritional development. Students enrolled in the arc program receive a healthy and nutritious snack that adheres to snack guidelines as established by the California Department of Education. All after school snacks, lunches, and before school breakfasts are provided by the Vallecitos School Food Services department. A daily snack or supper is provided to all students at a scheduled time. Below is an example of five nutritious snacks provided by the arc program that adhere to the California Nutritional Guidelines:

- 100% orange juice and granola bar
- Orange and Cinnamon Rumbles
- Apple and string cheese

- Pear and Cheddar Goldfish
- Apple and graham crackers

Students also receive a minimum up to 30 minutes of exercise daily through recreation and combined physical activity. Sports and recreational programming is provided with the same rigor as academic and educational enrichment. Staff design a lesson plan that builds students' aptitude. Endurance, flexibility and dexterity are developed through drills, sports clinics, and practice matches. In addition to physical skills, the curriculum also accounts for social-emotional learning that is age appropriate. Many of these activities involve teamwork and collaboration, learning how to effectively communicate, and enhance perseverance, as well as good sportsmanship.

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 arc program encourages students to have ownership over activities and themes in the program. Learning is meaningful when learning is relevant to their own interests, experiences, and the real world in which they live. Community and cultural relevance are important to students and the program recognizes and celebrates cultural holidays.

The arc program recognizes and supports the rights of students with disabilities to participate alongside their peers without disabilities. Reasonable accommodations are provided for students with disabilities. In an effort to provide the best environment possible, we ask that the student's IEP or 504 Plan Team meet with staff so that we may work cooperatively on providing accommodations that best meet the child's needs. If resources beyond the program's scope are needed, such as a one-on-one aide, staff may provide referrals.

Bilingual staff are available to support English Learners. Students requiring additional support will be paired with another student that can provide additional support through the lesson. In compliance with EC Section 48985[c], for schools where over 15% of students' primary home language is a language other than English, translations of family communications such as enrollment forms and newsletters are provided, and parents and guardians may respond to communications in their primary language.

7—Quality Staff

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

All program staff are required to have a minimum of 48+ college units in addition to one year of experience working with youth. Staff also complete a TB Test and Live Scan fingerprinting clearance prior to the start of work.

Applicants are scheduled for an interview if they meet the minimum qualifications as stated above. Applicants will be offered a position if they demonstrate the ability to oversee and support elementary/middle school students, to work collaboratively with all levels of staff, demonstrate a strong, clear written and verbal communication skills, and ability to solve problems, make decisions, and resolve conflicts.

Upon hire, staff attend onboarding training on the following topics during induction:

- CPR/First Aid
- Mandated Reporting
- ASSET Training
- Student Safety
- Emergency Procedures
- Classroom Management Techniques
- Communication with Parents and Teachers
- Attendance Policies
- Lesson Planning

Staff participate in bi-weekly meetings with the Site Coordinator to address ongoing needs. The Site Coordinator provides ongoing direct support to the staff through daily check-ins and weekly updates. A scheduled report is provided to the school, according to the convenience of the administration.

8—Clear Vision, Mission, and Purpose

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

The district program plan is made available to Site Coordinators, principals, support staff (including frontline staff and teachers), and parents and will be posted on the Vallecitos arc website. Arc's mission is to create transformational learning opportunities that empower youth to realize their full potential. The arc program believes "our work is rewarding, our clients deserve excellence, we are humble, kind, joyful and hopeful." The arc mission and values align with the school's mission:

Develop clear and focused learning goals based on high expectations of every student and staff member.

- Monitor student learning frequently to guide instruction and improve student learning.
- Provide a safe and orderly environment and a collaborative school-wide culture.
- Build positive and productive parental relationships.
- Encourage all students to become productive citizens.

9—Collaborative Partnerships

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

Site and district administrators, teachers, support personnel, arc staff, and parents provide feedback on the school and community needs on an ongoing basis. Parents are involved in the program content by completing a survey every year that allows them to provide feedback on what opportunities they would like for their students to receive. In addition, arc implements an annual stakeholder meeting as a part of the Continuous Quality Improvement process to assess the program and identify areas of need. Additionally, the following stakeholders have established routines to plan for systematic communication:

- School Admin: Provide leadership and training to site coordinators and staff to connect the instructional day with after school, including site-specific needs and vision.
- SDCOE: Provide professional development and FPM support. They offer monthly district meetings to help all after school programs collaborate in implementing best practice.
- Families: Through parent meetings and daily interactions, site coordinators and front line staff get feedback from families with questions and concerns regarding the arc program.
- Arc Management meetings: Arc's management team meet once a month to evaluate each programs quality, program ADA, staff training needs, and program implementation.
- School Staff Meetings - Site Coordinators attend the regular scheduled teachers meetings at their school. This allows for feedback and to assure the program is an integral part of the school's instructional day.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Student success will be measured through the use of various data metrics, including but not limited to attendance in the school day and arc program, standardized test scores, and behavioral reports. Student attendance will be retrieved through Cityspan to track the number of absences a student has and the impact it has on student participation in after school and overall academic success for students. Test scores will be analyzed in aggregate, using non-personally identifiable information, comparing students who participate in the arc program to non-participants. Behavioral and socio-emotional outcomes will be assessed using student surveys and through tracking of disciplinary incidents reported.

Parent, teacher, and student surveys will be conducted annually and analyzed to determine strengths and areas of improvement within programming. Services are evaluated using the Quality Standards for Expanded Learning Programs defined by the California Afterschool Network and the California Department of Education. Feedback and evaluation data will be used to create an action plan, addressing the site's progress and updated strategy in addressing identified needs.

The Continuous Quality Improvement process will begin at the beginning of each school year and involve all stakeholders (administrators, teachers, staff, community members and parents) in the process of determining our area of focus for that school year. Bi-annual stakeholder surveys will be conducted to monitor needs and learn about any emergent issues. Based on the information gathered, program staff will design a plan of action to improve and strengthen the program.

11—Program Management

Describe the plan for program management.

With oversight from the school principal and district superintendent, the arc program will be the primary provider of ELO-P services. The arc program's core philosophy aligns with Vallecitos School's goal of "encouraging all students to become productive citizens," and is also incorporated into the after school program. The expectations and boundaries remain consistent during the school day and after school, and are enforced in a similar manner. Staff roles are as

follows:

Staff Responsibilities

- Director of Programs: Overall supervision of Regional Managers. Oversee Federal Program Monitoring (FPM) compliance, evaluations, assessments, and quality assurance. Train and evaluate Site Coordinators. Manage inventory from the main storage area and budgets.
- Regional Manager: Multiple site supervision. Liaison between district administration and arc. Oversee deliverables including calendars, newsletters, and evaluations. Coordinate staff trainings. Recruit, hire, and oversee evaluations of all site teachers.
- Site Coordinator: Accountability for all enrollees, recruiting new participants, organizing all related forms and paperwork, supervision of Assistant Site Coordinator and Program Leaders. Community relations through attendance at school board, PTA, and Teachers meetings. Writing newsletters, monthly lesson calendars, Manages on-site inventory.
- Assistant Site Coordinator: Assist with participant recruitment, maintaining parent notification board, writing and implementing behavior management plans, purchasing of all supplies, supervision of PLs, planning of all “specialty days.” Attending monthly meetings with school designated liaison.
- Program Leaders: Creation, preparation, and implementation of daily enrichment and academic clubs. Accountability for up to 20 students. Behavior management. Parent and teacher meetings.

Attendance is tracked daily and audited the following day for inaccuracies by the Site Coordinator. Program Leaders are responsible for signing in their students at the start of programming and parents are required to sign students in and out daily. Attendance is entered in Cityspan weekly to ensure that program participation goals are being met.

Site Coordinators meet with Program Leaders on a bi-weekly basis to help assist and support with lesson planning. A check-in is conducted daily with staff to disseminate pertinent information or provide announcements to staff prior to the start of programming. A weekly meeting is held between Site Coordinator, Regional Manager and the Program Director for planning purposes.

Weekly meetings are also held between the school administration and the arc management team. During these meetings the attendance for the prior week is discussed along with any reasons for a drop or increase in attendance. The yearly budget is also discussed during these meetings and tracked on a monthly basis between Vallecitos and arc. Due dates for attendance and expenditures are calendared and shared with everyone involved to ensure that all expenditures are consistent with statute and the LEA's program plan.

The school principal and district superintendent will review the program plan on a yearly basis and make any necessary revisions logically. Based on the CQI process and feedback received, necessary adjustments will be made after consulting with all stakeholders.

General Questions

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

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

At the point of service, our students will experience expanded learning opportunities as a universal comprehensive program, with no distinctions between ELO-P, 21st Century, and ASES-funded components. All students will have the same enrollment process, sign-in and sign-out procedures, and access to activities, regardless of how their attendance is allocated. The character of individual activities and components will also remain at a consistent level of quality regardless of funding source, and in general, activities and staffing will be supported using a blend of ELO-P, 21st Century, and ASES resources. There may be distinctions in recordkeeping, for the purposes of grant reporting and financial record keeping, however, these will only be visible on an administrative level and will not be apparent from the perspective of students and other stakeholders whom we serve. As intended, ELO-P resources will be used to supplement and expand the academic, enrichment, and recreational offerings of the existing grant-funded programs.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The arc Experience will offer support to Transitional Kindergarten and Kindergarten students through hiring certified paraeducators for each group of 10 TK/K students in order to maintain the 1:10 ratio. Curriculum adopted and/or created for our TK/K program will be appropriate for early childhood education and will include literacy enrichment and educational enrichment activities.

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.

AFTER SCHOOL MINIMUM DAY SAMPLE SCHEDULE

TK-2nd

12:33-12:50 pm

sign in/meeting

12:55-1:10 pm
group bathroom break

1:15-1:30 pm
show & tell
snack & bathroom break

1:40 -2:10 pm
MVPA

2:15-3:15 pm
reading & drawing outside on small grass area (Friday student store ticket redemption)

3:25-4:30 pm
Club rotation #1 (room 3/4)
• rotate to next club-
4:40-5:40 Club rotation (room 7)
Clean up/sign out

3rd-8th

12:33-1:05 pm
sign in/ lunchtime

1:10-2:10 pm
MVPA outdoors (3rd-5th and middle school separate)

2:20 – 3:20 pm
Club rotation #1 (3-5 to room 4, 6-8 to room 7)

3:25-3:50 pm
snack/bathroom breaks (lunch tables)

3:55-4:30 pm
Blooket team challenge & student store redemption

4:40-5:40 pm
club rotation (room 3/4)

5:40- 6:00 pm
Clean up/ Sign out

ALL DAY SAMPLE SCHEDULE

7:30-8:00 am
Check In/ Breakfast (Use 1st copy of roster to check in students. If a student took SCHOOL breakfast, mark (*) at the top left corner of their name box.

8:00-8:30 am
Classroom Transition/ Bathroom Break

8:30-9:30 am
PE/ Reaction (TK-4) Academic Hour (5-8)

*PE Stations:
Station 1: Basketball
Station 2: Volleyball
Station 3: Handball
Station 4: Kick ball/ Soccer

9:30-10:30 am
Academic Hour (TK-4) PE/Reaction (5-8)

*PE Stations:
Station 1: Basketball
Station 2: Volleyball
Station 3: Handball
Station 4: Kick ball/ Soccer

10:30-11:00 am
Bathroom Break/ Snack Time

11:00-12:00 pm
SEL (Social -Emotional Learning)

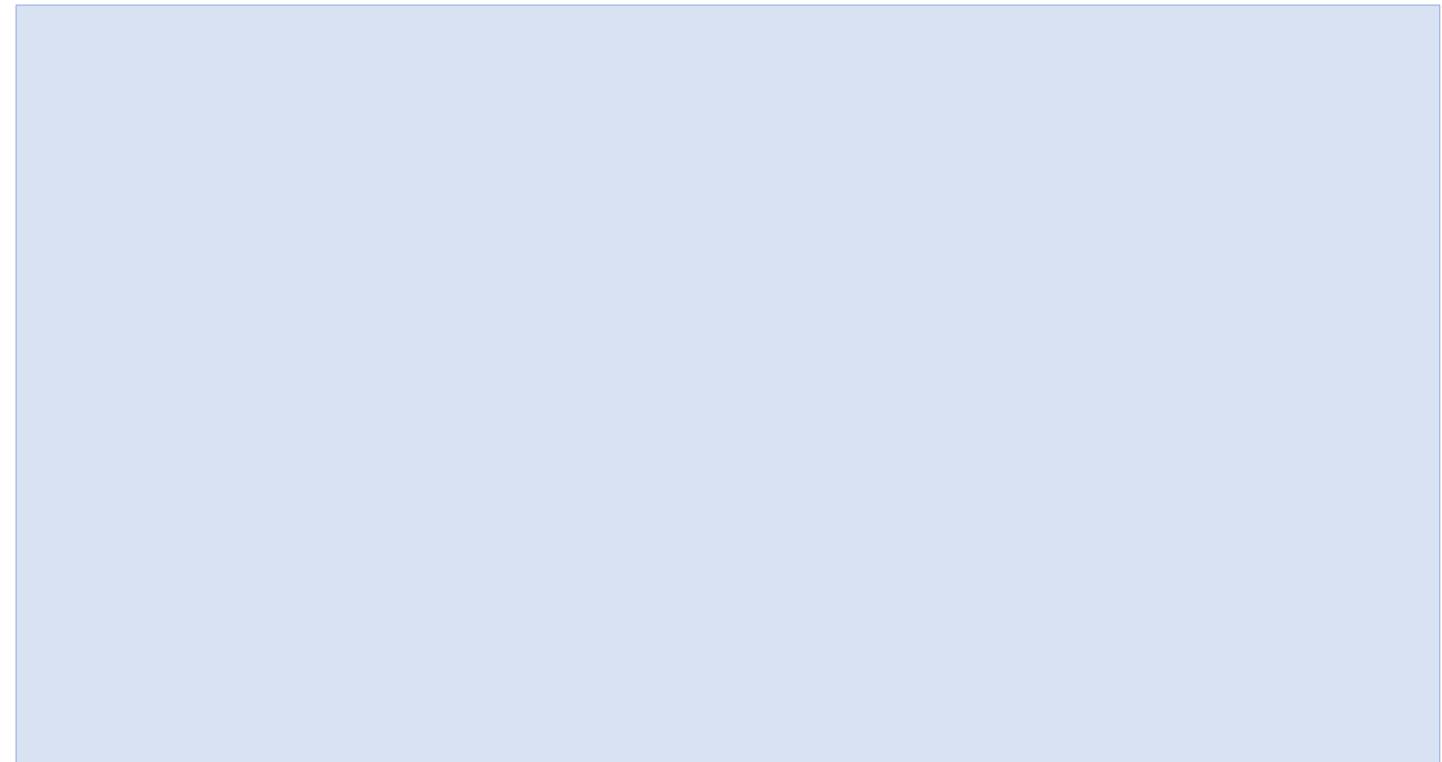
12:00-1:00 pm
Lunch

1:00-2:00 pm
Organized Play: Relay race, team building, soccer, basketball, etc

2:00-3:00 pm
(6-8) Outdoor Club Activity (K-4) Indoor Club Activity

3:00-4:00 pm
(K-4) Outdoor Club Activity (6-8) Indoor Club Activity

4:00-4:30 pm
Clean Up/ 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 after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A-B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.