

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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:	Trinity Alps Unified School District
Contact Name:	Jaime Green
Contact Email:	jgreen@tausd.org
Contact Phone:	530-623-6104

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. Weaverville 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.

The health and safety of children are our primary focus. We provide a nurturing environment and safe haven for children during critical non-school hours. In our area, our expanded learning programming is the only after school environment for our students and their families.

Trinity County is a frontier county and as a school, within Trinity we along with our families and students experience extreme isolation with limited resources available to us from service departments such as Mental and Behavioral Health, Emergency Services, and Law Enforcement. As a result, our safety plans are dependent upon local community involvement. Our school site has a safety and disaster plan, when the school day ends, we have a modified safety and disaster plan that accommodates the size of staff and students in our expanded learning program. For example, we identify the roles of staff and evacuation routes during after school programming as this is different than during our regular school day. Over the past year, the County Superintendent of Schools has created a School Safety Collaborative, and representatives for each school are invited to attend this collaborative along with the director of After School Programing in Trinity County, the Sheriff, Mental and Behavioral Health Director, Probation Department Directors, and School Resource Officer. Crisis response procedures, school threat procedures, and other safety-related systems are discussed and updated so that our school is included in the overall county response protocols. Our after school program conducts regular fire, earthquake, and threat drills in conjunction with the regular school day drill frequency.

The health and safety of all students begin with a seamless transition from the regular school day to the after school program. Our after school program uses weekly meetings/check-ins with all students and staff allowing for safety discussions and reminders regarding safety initiatives. Our staff fairly treats students by modeling the appropriate behaviors when leading activities with students. “Positive discipline” is used to redirect students to avoid disruptive behavior and increase responsible choices and student cooperation. Our staff attends countywide after school professional development from TCOE at minimum 3x per year, our staff have been trained in PBIS, Whole-brain practices, Trauma-Informed Care, Mental Health Youth Aide, Crisis Prevention Intervention, and other safety-related pieces of training as needed. We have been implementing these pieces of training to create a positive overall culture.

All of our staff have been trained and will continue to be trained in trauma-informed practices to support student needs and create a culture where students feel welcome and safe. One of the most important roles after school programs can play in the lives of students is helping them have good relationships with others. Having positive student-staff relationships can help increase academic engagement and performance. Our program creates a strong supportive and welcoming environment, which we believe, makes a lasting positive impact on students while strongly addressing their needs. We also believe that by providing this type of environment, we can help our students overcome the feelings and behaviors associated with trauma.

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.

Our ASES program supports and enhances daily classroom instruction. Students participate in a balance of individual activities, small and large group activities, indoor and outdoor activities, as well as active play.

Our after school program serves students in grades TK-8th grades and is divided into three components:

Homework/Academic Intervention/Tutoring:

Homework Support classes offer quiet, safe environments for students to complete their homework in a timely manner with staff who can both assist students and check for accuracy. Each site coordinator works with school-day teachers to ensure homework completion and accuracy. This collaborative approach to the purpose of the homework is essential. As students complete their homework time is then used for reading and other literacy interventions. Some students attend parallel intervention sessions at this time. Research-based academic interventions in reading and math are provided by site certificated teaching staff to those students with deficits in reading and math.

Enrichment Activities:

After school personnel focuses on making connections to the regular school day curriculum, introducing students to new ideas, and developing the talents and interests of each student. Project-based learning such as Science Action Clubs are implemented throughout the year at each of our sites to enrich students, these clubs also have culminating products. Enrichment activities encourage exploration and learning in creative ways. The activities are based on students' needs and interests. Activities include science, arts, theater, crafts, music, career awareness, technology, and community service. We also provide opportunities for students to have fun through structured and enriching activities. Students work with their peers supervised by staff in fun activities in which they are able to laugh and have a joyful experience at school. The Parent and student annual after-school school program survey results are used to identify new enrichment activities that could be added.

Recreation/Physical Activities/Nutrition:

Students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills and recreational and physical activities. A variety of outdoor recreation programs such as, but are not limited to: soccer, football, dodge ball, tetherball, volleyball, etc. Our site also participates in regional sports programs, such as cross country, volleyball, basketball, baseball, softball and track. Parent and student annual after-school school program survey results are also used to determine new recreation activities/sports.

3—Skill Building

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

Our program fosters the development of lifelong learners by integrating content areas through reading and literature and by providing lessons that accommodate student learning needs throughout all content areas.

Our programming also provides a minimum of one hour of academic support to students in reading and math each day. After school staff collaborates with classroom teachers to determine student intervention needs. Our school administration and site coordinators analyze local and state testing results in targeting student gaps.

We also collect data from state assessments, local assessments, student, parent, and staff surveys along with regularly scheduled educational partner meeting input. The results of these data sources, when analyzed, inform our expanded learning practices that improve overall student success.

4—Youth Voice and Leadership

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

Our school is invested in providing strong youth leadership development and youth involvement programming. Youth voice and leadership development are weaved into the core of everything we do with students throughout our

expanded learning programming. Youth leadership is heavily developed through programming that is enhanced through community involvement projects, student presentations, and student-led recognition programs. Many of the projects involve working with community partners and extended involvement with school groups. Some examples include:

- Anti-tobacco poster contest
- Writing contest
- Campus clean-up programs
- Charity and food drives
- Academic events such as spelling bee, history day, STEAM fair
- Mentoring and tutoring younger students
- Student presentations on anti-drug and anti-bullying

All programs support student-centered projects that involve research, critical thinking skills, decision-making skills, time management, collaboration, and teamwork. Our youth are also key contributors at our school educational partner meetings and we consistently check-in, informally, and formally through our annual student survey to ensure our programming meets their needs. Our site also has an advisory student group that meets regularly.

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.

We promote healthy behaviors and physical, mental, and social growth. Our staff has been trained in School Moves and SPARK curriculum and activities. We incorporate a school garden and students have the opportunity to work in the garden and sample fresh fruits and vegetables grown. A positive mindset is promoted throughout our programming, focusing on positive student thinking and discouraging negative thinking while deterring students from unhealthy behaviors that alter the mind and hurt the body.

We provide nutritious snacks and meals. Our nutritious snacks/meals are in accordance with the California nutrition standards. The goal of the after school nutrition program is to provide nutritious well-balanced snacks and or meals that enhance a student's ability to learn.

Examples provided are:

- Whole Grain/Bread, Black Beans, Broccoli and 100% Fruit Juice and or No/Low Fat Milk
- Brown Rice Teriyaki Chicken Bowl with vegetables and 100% Fruit Juice and or No/Low Fat Milk
- Whole Grain Crackers, Black Beans, Baby Carrots, and 100% Fruit Juice and or No/Low Fat Milk

Our program partners with Cal Fresh, providing engaging and nutritional activities to support student learning around healthy life styles.

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.

Trinity County schools have experienced the effects of declining revenues in all aspects of education, our site is no different. As a frontier and rural school, this is a problem that is far more serious than maybe apparent when examined in relation to other more populated schools in the state, particularly when revenues are based solely on the number of students. In our frontier and rural school, we require the same type of base funding to run a program regardless of the number of students. When frontier and rural schools are unable to offer programs to students due to insufficient funding, based on student numbers, these students are faced with programming that is considerably less than that for students in other areas, and the question of equity and access is a viable concern.

In spite of these dire circumstances, our school has made valiant efforts in providing safe, secure, and productive learning environments for our students. Our staff have made strong efforts in making sure that our students are engaged, learning, and progressing. To this end, our expanded learning program has been a critical element in addressing the needs of all students, including those of high need, high poverty, and low socio-economic status. Our after school program has had a major impact in helping fill in the gaps and needs that our students deserve.

7—Quality Staff

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

We require the following guidelines for instructional aides in the ASES program. All after school staff must meet the requirements in one of three ways:

1. 48 units of college coursework
2. Hold an Associate's Degree
3. Pass the local instructional aide proficiency exam (this test is a local assessment given at the Trinity County Office of Education and requires a minimum of 70% in each of the three components of the test, which includes, Math, English, and Classroom Instruction).

Due to our frontier and rural nature, recruitment for staff members is accomplished through both formal and informal means. Most often after school staff is also employed during the regular school day as classroom instructional assistants. The staff is retained through positive personal relationships that are developed between administrators, teaching staff, and after school personnel.

There are no subcontractors for after school services.

Professional development includes on-site collaboration time and training the classroom teachers and administrators in developing deeper understandings of academic content and instructional strategies. Trinity County Office of Education also offers regular professional development workshops for after school staff. Prior workshops have included, anti-bullying, STEM in After School, Whole Brain Teaching, Science Action Club, Robotics, Classroom Management, Positive Behavior Supports, History Day, and specific academic strategies

Our program will ensure the presence of an ELO coordinator and/or ELO administrator at all times.

8—Clear Vision, Mission, and Purpose

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

The Trinity County Office of Education holds regular school administrator meetings, special education stakeholder meetings, early childhood and local child care planning meetings, safe schools collaborative meetings, as well as the Trinity Together Cradle to Career Partnership (TTCCP) which involves local businesses and agencies. Meetings continually seek input on closing gaps identified through data analysis and educational partner input. Our school is invited to all of the aforementioned meetings and we too host our own educational partner meetings through our Local Control and Accountability Plan process in which we include after school programming input. These meetings are designed to elicit feedback and based upon information and recommendations from these meetings which include members from every stakeholder group (School Leaders, School Staff, Community Leaders, Businesses, Parents, and Students) we inform decisions in our expanded learning programming.

Input from groups such as our parents, students, staff surveys, have informed our expanded learning programming goals for 2022-2023 as follows:

- Provide students with opportunities to develop academic competencies and skills.
- Provide enrichment activities for students that support academic achievement, community service, Science Technology Engineering Art and Math (STEAM), and physical fitness.
- Collaborate with community partners to support all students and educators in activities that enhance students’ real-life skills, career exploration, social and emotional development, and academics.
- Employ and retain exemplary staff and provide professional development for all expanded learning employees.
- Provide quality educational administrative and comprehensive support services.
- Provide nutrition and healthy living education to promote overall student wellness.
- Provide opportunities for students to engage and learn about their community with activities that will connect students to their history and resources.

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.

Our site uses a collaborative planning and review process in all aspects of our expanded learning programming, which allows our staff to respect our school day policies and our local community needs. The plan is developed through discussion with each educational partner group. Our staff and students were instrumental in the creation of this plan as they provided feedback based upon their interactions with educational partners via their partner meetings, daily interactions, and the collection of annual surveys from parents, staff, and students.

Collaborative members include the Superintendent of Schools, Local Childcare Planning Council Coordinator, our school administration, our teachers, our support staff, and our after-school Site Coordinator who has also included educational partner input as part of the collaborative development of this plan. A Memorandum of Understanding (MOU) between TCOE and our school district after school program is created and signed each school year to provide programming. The MOU details program administration which is overseen by TCOE for records, accountability, coordination of cross-district activities (e.g. professional development workshops and administrator meetings) grant development, and reporting. Activities are broken down as such:

During 180 days of the regular school year, TCOE will:

- Aggregate data for overall grant reporting (including attendance and expenditures)
- Provide professional development workshops for county-wide after school staff

- Provide technical support and resources when available
- Conduct the annual Continuous Quality Improvement (CQI) cycle and reporting required to include site visits as part of this process
- Attend regional meetings and coordinate attendance to regional workshops as needed
- Communicate regional and state resources and information

During 180 days of the regular school year, our school will:

- Staff, recruit, and retain qualified personnel.
- Provide programming (academic support, enrichment, physical activity, and nutritious snack)
- Keep attendance and expenditure records
- Communicate to our school community
- Establish partnerships and collaborations with our educational partners
- Conduct expenditure determinations based on program needs and program objectives
- Create opportunities for parent collaboration through volunteerism, special projects, and ongoing communication with families and communities.
- Staff will attend the TCOE provided workshops and our school administration will meet on the last Tuesday of every month and provide input as needed on expanded learning programming. ASES is a standing agenda item.

During the additional 30 non-school days of programming, our site will work along side the many community organizations such as Weaverville Parks and Recs, Trinity County Historical Society, local community volunteers, as well as our teaching community in order to provide a well balanced ELO program with academic enrichment activities as well as off and on campus opportunities to learn about our community in a fun and engaging way.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Our Expanded Learning Program engages all educational partners in a variety of activities to ascertain program quality and conduct continuous program improvement. Listed below is a summary of the process:

Administration, teachers, program staff, students, parents, and community partners engage in an annual survey to garner feedback on program quality based on the Expanded Learning standards for quality. Input is collected, analyzed, and disseminated annually using our locally designed online survey instruments/along with paper versions for stakeholders with limited to no internet access.

We also use elements from California After School Program Quality Self-Assessment Tool. Through focus groups, our after school program coordinator uses the self-assessment tool and rates each standard based upon feedback. Practices that receive a 1 or 2 rating may be addressed in the short term, practices receiving a 3 may be addressed during the school year, and practices receiving a 4 may need to be monitored and sustained. Once the self-assessment is completed our site works closely with TCOE to develop an action and technical assistance plan as needed to annual assess our program's quality and continuously improve. This assessment protocol will also include our additional expanded learning programming through the Expanded Learning Opportunities Program. Site program walk-throughs and observations of program activities will also be conducted and used to inform practices toward quality improvement and the progress of our quality improvement plan.

11—Program Management

Describe the plan for program management.

Fiscal accounting and reporting are our responsibility coupled with our partnership with the Trinity County Office of Education (TCOE). The TCOE Administrative Assistant is charged with overseeing the preparation and submission of all attendance and expenditure reports for our after school programming, however, our site will manage the Expanded Learning Opportunities Program funding and reporting with assistance from TCOE as needed. All expenditure reports are also reviewed by TCOE Business Department and we are subject to annual audits conducted by an outside certified agency. All program expenditures are reviewed by TCOE for compliance and appropriate purposes.

Our After School Program will serve as an in-kind contribution to the ELOP.

Policies are in place for early release, attendance procedures, program scheduling, nutritious snack, and operational logistics.

Attendance is recorded daily with student sign-in sheets and staff oversight.

Our Program Plan is reviewed annually with our educational partner groups and revised as needed.

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.

Our school district currently operates an After School Education and Safety (ASES) program in collaboration with the Trinity County Office of Education (TCOE). The District will now add the ELO-P to our after school programming. We also will utilize ELO-P funding in conjunction with all other funding sources to create a comprehensive program to mitigate learning loss by adding an after-school tutoring plan funded through ELO-P that will support students who need further instructional minutes over and above regular class time to master grade-level standards and recoup learning loss. With additional staffing, the district will be able to seamlessly implement the ELO-P and ASES program. Both funding streams will be utilized to reach the goal of a single comprehensive program. Both programming requirements will be adopted to guide the process.

Field Trips will be part of the ELO-P planning. These field trips will provide expanded learning opportunities for all students enrolled in the after school, weekend, intersession, and Summer programs. All expenses including transportation, fees, and meals will be provided at no cost to the students.

The ELO-P program funds will also be used to provide additional janitorial services during intersessions/summer and weekends because of the increased use of school sites during those times.

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?

Transitional kindergarten and kindergarten students identified with the highest areas of academic need will participate in after-school tutoring and hired staff will assist with reducing the after-school student to staff ratio from 20:1 to 10:1 when working with transitional kindergarten and kindergarten students. We will work directly with families to ensure appropriate staffing occurs when the program is utilized by families with students in this age range. New staff will work collaboratively with TCOE's Early Childhood Education Department to receive the appropriate training for working with this age group. Curriculum and programming will be differentiated based on student age and development to ensure appropriate activities and services are provided.

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.

Services will be provided for both TK and Kindergarten students.

Transitional Kindergarten & Kindergarten daily schedule:

8:20 – 12:30 p.m. Regular grade-level curriculum with the classroom teacher
12:30-2:30 p.m. ELO-P receive students on-site and snack time
2:30-3:00 p.m. Restroom break/recess
3:00-4:00 p.m. Expanded learning curriculum activities, Academic Enrichment
4:00-4:15 p.m. Restroom break
4:15-5:00 p.m. Crafts, outdoor activities, and tutoring.
Parent pick up /sign out 5:00 p.m.

Kindergarten daily schedule beginning January:

8:20 – 2:30 p.m. Regular grade-level curriculum with the classroom teacher

2:30-3:00 p.m. Restroom break/recess/ELO-P receive students on-site and snack time
3:00-4:00 p.m. Expanded learning curriculum activities, Academic Enrichment
4:00-4:15 p.m. Restroom break
4:15-5:00 p.m. Crafts, outdoor activities, and tutoring.
Parent pick up /sign out 5:00 p.m.

Sample Summer or Intersession daily schedule:

7:30 a.m. Welcome Sign-in
8:00-8:30 a.m. Morning snack
8:30-8:45 a.m. Restroom break
8:45-10:00 a.m. Academic Enrichment/Tutoring
10:00-10:15 a.m. Restroom break
10:15-11:15 a.m. Crafts/Outdoor activities/Tutoring
11:15-12:15 p.m. Extended grade level curriculum activities
12:30-1:00 p.m. Lunch
1:00-1:15 p.m. 1:15-2:00 p.m. Crafts/Outdoor activities/Tutoring
2:00-2:15 p.m. Restroom break
2:15-3:00 p.m. Crafts/Outdoor activities/Tutoring
3:00-4:00 p.m. Expanded grade level curriculum activities
4:00- 4:30 p.m. Pick-up time /Closing

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.