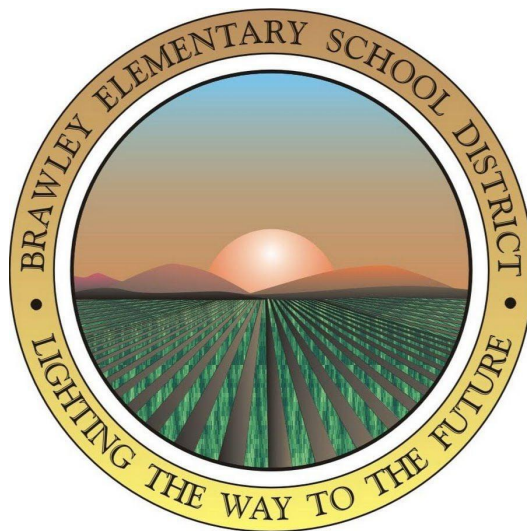


Brawley Elementary School District

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)**

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

Name of Local Educational Agency or Equivalent: Brawley Elementary 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. Barbara Worth Junior High School
2. J.W. Oakley School
3. Miguel Hidalgo School
4. Myron D. Witter School
5. Phil D. Swing 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/qualstandcqj.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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The district's ASES and ELO-P parallel programming partner, ARC, run programming at the school district's 5 prospective school sites. Field trips for ELO-P students occur throughout the school year. All district safety procedures, protocols, and requirements for chaperones follow school board policy and school district safety regulations for transportation. Additional ELO-P programming partner, the Imperial County Office of Education, runs programming at their own preschool buildings. Transportation from school to these preschool locations is provided regularly for the students enrolled in this ELO-P partner program. Intersession days will rotate to different school sites. Participating families will check a box on the intersession day registration form to request transportation. If transportation is requested, the BESD transportation department will follow the procedures established for the regular school day to determine eligibility.

All ELO-P district and community partners' programming staff will be trained in the district safety initiative Standard Response Protocol (SRP). This protocol was developed by the "I Love U Guys Foundation," and it features the five actions: Hold, Secure, Lockdown, Evacuate, and Shelter. In the 2023-2024 school year, the SRP planning phase and training implementation will begin across all school sites during regular school day, across all departments at the District Office, and across all district-involved community activities. The planning and training for staff this year is designed to build the capacity to enhance safety across the district. In addition, school principals will provide ELO-P programming partners with a copy of the school site safety plan for the prospective schools. Site principals will meet with ELO-P partners to review school site safety, and provide the necessary training sessions at the school sites. ASES and ARC staff are also given a list of Staff Expectations to promote a cohesive and safe culture, reducing the likelihood of injuries and conflicts. When everyone is on the same page regarding school rules, it enhances the overall effectiveness of the after-school program.

BESD has adopted the evidence-based Positive Behavioral Interventions and Supports (PBIS) framework to support students' behavioral, academic, social, emotional, and mental health. Research has shown that when schools implement PBIS, systems, practices, and data work together to promote positive, predictable, and safe learning environments for everyone in all settings. Site principals will create a behavior expectations matrix for the ELO-P program at their sites to extend the regular school day behavioral expectations into the after school program. ELO-P staff will provide necessary supports in dealing with negative behaviors in a positive manner. Research based strategies and practices will be implemented in Extended Day programs to ensure that all students are developing the social and emotional skills that they need to succeed in school and in life.

In order to best provide a safe and supportive environment that meets the needs of the whole child, ELO-P partners are trained annually in professional learning opportunities around best practices in trauma-informed work with youth, and the district adopted SEL curriculum: Zones of Regulation. The Zones of Regulation curriculum is also used in regular day classrooms, and Expanded Learning Opportunities Program Plan Guide for Brawley Elementary School District

includes the following zones: Blue Zone, Green Zone, Yellow Zone, and Red Zone. Complementing the district-adopted SEL curriculum, Zones of Regulation, is the SEL Second Step curriculum, which is also available for ELO-P partners. Second Step Early Learning Curriculum is an SEL curriculum offered through the Committee for Children, and it provides for a lesson-based approach to SEL.

One campus security officer and two noon duty supervisors will be hired as a proactive measure to create a secure and conducive environment for students and staff. It helps mitigate potential risks and fosters a sense of safety and well-being within the program.

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.

ELO-P provides a variety of opportunities for students to experience active and engaged learning activities that support and supplement the regular instructional day content. The Active Floor Mobile Max is an innovative and versatile projection system that uses interactive technology to enhance learning experiences for students in our after-school programs. The BDS STEM Academy offers students instructional workshops on photography, video, media, and drones. University of California's CalFresh Healthy Living curriculum incorporates nutrition, physical activity and garden-based learning. US Academic E Sports League is an e-sports league with curriculum on game development and career explorations. Legos engage students in hands-on STEM learning using educational grade span kits. Quest Club is a digital game with physical tokens, interactive videos, and hands-on challenges. MoxieBox offers students an immersive month-long art project and includes high-quality supplies and detailed lesson plans within each box. With each lesson, students create a unique art piece of their own. Next Level Gaming exposes students to a stress-free and fun space to decompress and have an opportunity to explore gaming. Students are actively engaged in a variety of learning opportunities throughout the year, after school, on intersession days, and on summer field trips. Some out-of-county field trip opportunities for students enrolled in ELO-P are: the San Diego Zoo, SeaWorld, Universal Studios, Knott's Berry Farm, and Disneyland. This list is not exhaustive. Students participate in additional field trip opportunities locally in Imperial County as well.

3—Skill Building

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

Homework support is scheduled for at least 1-hour a day with support from ARC and ASES staff. Students who finish their homework early are encouraged to log on to Achieve 3000 or to read an AR book. ELO-P programming activities are focused on improving all students' academic achievements with enrichment activities. ELO-P staff have received training on ICOE's STEAM cart, which is used during various intersession days to provide mobile and hands-on access to Science, Technology, Engineering, Arts, and Mathematics resources, fostering an engaging and interactive learning environment that promotes creativity and critical thinking skills. BESD ELO-P will foster and encourage a collaboration with classroom teachers to facilitate tutoring after school through the Study Spot program to reinforce learning that occurs during the school day. ELO-P students are very active physically as well during the programming through sports, including

soccer, basketball, and cheerleading. ELO-P programming also includes Dance and Play programming for cheer, tumbling, musical theater, ballet, and tap. All of these physical fitness and sports activities develop the health of students.

4—Youth Voice and Leadership

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

The ELO-P program uses surveys designed to gather feedback from all students and to disseminate this data to develop a system of continuous improvement to ensure quality programming. These surveys are administered during the second trimester of the school year and are taken into consideration when making decisions around quality ELO-P programming. Students participate in the online survey to ensure all voices are being heard and to better serve our populations. In addition to our online surveys, students are encouraged to voice their opinions to ELO-P programming partners.

Students are empowered to make choices when it comes to the type of enrichment activities they participate in and what is offered during programming. Youth also participate directly in the Continuous Quality Improvement (CQI) process at the school sites with the principal, the programming partners, parents, and community members.

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 CalFresh Healthy Living, University of California Nutrition Education Program is a federally-funded program that offers nutrition education to limited-resource individuals, families, and children. In California, CalFresh Healthy Living, UC is administered by the University of California Cooperative Extension (UCCE). CalFresh Healthy Living, UC assists students in gaining the knowledge, skills, attitudes, and changed behavior necessary to choose nutritionally sound diets and improve well-being. This program offers in-person curriculum training, curriculum that supports Common Core State and Next Generation Science Standards, nutrition education materials in “no prep” kits, in-class presentations with food tastings or bilingual teaching materials (per request), family newsletters, and nutrition classes.

To incorporate research-based physical activities in after school programming, Brawley Elementary School District's partner, Dance and Play, offers after-school programming that benefits youth in building their concentration, coordination skills, and body self awareness and self-confidence. Dance and Play is offered at each school site, and there is the opportunity for the school principal, in collaboration with site after school programming leaders, to choose from the following programming: cheer, dance, tumbling, musical theater, hip hop, gymnastics ballet, and tap.

Nutritious snacks and dinner will be served daily for every student in attendance of the after-school program based upon CA state guidelines for child nutrition under the direction of the Brawley Elementary School District food services personnel.

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.

Every child must have a safe place to attend after school where there is a caring adult providing engaging activities that support student growth and success while promoting the necessary social, emotional, mental, and physical well-being of youth. A focus of Brawley Elementary School District is to promote equity and inclusion for all. Promoting equity and inclusion for all includes the after-school programming staff providing an environment where all students participate and celebrate who they are and where they come from, including their race, ethnicity, language, culture, religion, and socio-economic backgrounds and experiences. This environment is where stories are shared and celebrated. Students enrolled in the after school program at Brawley Elementary School District celebrate their Spanish language and culture, their customs and traditions from Mexico, as well as other represented countries across the globe, and participate regularly in discussions and conversations around the treatment of others different from ourselves with respect, kindness, and empathy. Holiday cards are one example of celebrating their cultures, as they create a holiday card based on Christmas, Hanukkah, Kwanzaa, New Year, or Three Kings.

Youth who are in the foster care system and youth who are experiencing homelessness have priority for registration and enrollment in the after school programs at all school sites.

Circle of Friends is a unique program that builds friendships between students with and without disabilities. It is a positive, life transforming experience for all involved. Friendships are developed and strengthened through group activities. Everyone involved in this program grows emotionally and learns to understand and accept individual differences. It is a goal to start a Circle of Friends program during ELO-P programming.

7—Quality Staff

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

Brawley Elementary School District staff, both certificated personnel and classified personnel, are encouraged to participate in the expanded learning opportunities program, and share their passions with students after school. School district staff are an integral part of students' lives throughout the regular school day program as well as during the after school program.

The school district expanded learning opportunities partner, ARC, evaluates their program staff on a regular basis. Additionally, ARC seeks out continuous quality improvement opportunities through a survey that includes the following seven areas: 1. Academic Skill-Building, 2. Complementing and Supporting Regular School Day Learning, 3. Ensuring Respect and Inclusivity of Different Cultural Backgrounds, 4. Integrating of Staff with Regular Day Staff, 5. Variety of Options, 6. Student Creativity, and 7. Overall Quality of Programming.

Additional programming partners, such as Dance and Play, use an internal hiring and job training system to ensure quality staffing during ELO-P. Communication is regular and consistent

between programming partner leadership and the District Office Expanded Learning Opportunities Coordinator to ensure staffing concerns are shared.

Staff will demonstrate professionalism, integrity, and competency as positive role models. Staff will be committed to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students. Program staff will facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons.

8—Clear Vision, Mission, and Purpose

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

The after school program is designed and implemented from a common vision to strengthen the school/community connection and coordination efforts, communication amongst partners, and implementation of quality programming. There is enough flexibility in the after school programming design between school sites that the school's community needs are met with respect to the school's individual climate and culture.

Brawley Elementary School District assesses the programming needs through the use of surveys, state assessment data, and local assessment data, such as: Smarter Balanced Assessment Consortium (SBAC), Physical Fitness Testing (PFT), English Language Proficiency Assessments for California (ELPAC), CA Healthy Kids Survey (CHKS) data, discipline data, and attendance data. The mission of after-school programming is to promote partnerships between schools and community resources for after school programming where all students have expanded opportunities, and, as a result, demonstrate growth, both academically and personally, at school.

ELO-P programming partners meet with school site principals to share program updates and to share successes, concerns, and questions regarding programming design, quality of programming, and student needs. Principals work with ELO-P partners to establish goals that are based upon the needs of the students. Continuous communication between regular day administration and ELO-P programming staff provides information to further align the after school program with the instructional day and identify grade level, schoolwide, and, individual student needs.

Parents and guardians of students enrolled in after school programming are provided opportunities to discuss any challenges, concerns, praise, or questions with the after-school staff. In addition, parents and guardians meet during the Continuous Quality Improvement (CQI) meetings at the school sites and share feedback and input. During the CQI meetings, enrollment data is provided, the schedule of activities is discussed, programming staff is reviewed, enrichment opportunities are monitored for quality, and collaborative partnerships are evaluated to ensure the quality and improvement of programming.

Program goals include: 1. Support the students' performance at or above grade level as measured by state standardized tests and local assessments. Site administration will determine their academic needs based on results from previous assessment data. This data may include district benchmark testing, SBAC testing, and other local assessment measures. 2. Provide a safe and nurturing environment with enrichment programming activities for students in Transitional Kindergarten (TK) through eighth grade each day for nine hours/day with an

additional 30 days for intercession. ELO-P programming staff run programming at a ratio of 20:1 for grades first through eighth, and a ratio of 10:1 for grades TK and kinder. 3. Support and supplement the standards-based academic instruction students receive during the regular school instruction with homework support, literacy, and enrichment activities, including: Reading, visual and performing arts, Science, Technology, Engineering, Arts, and Math (STEAM), and English Language Development. Students in need of academic support are able to take advantage of the additional time offered through ELO-P partners. 4. Nutritional snacks are provided daily for every student in attendance at after school programming based upon CA state guidelines for child nutrition and under the direction of the Brawley Elementary School District food services personnel. In addition, dinner is also served to all after-school programming students at the five school sites. 5. Ensure administrative oversight from school site principals and support staff to provide effective leadership and ongoing support towards program quality improvement by working collaboratively with ELO-P programming partners and staff, parents, and students.

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.

Currently, there is one community partner operating in a parallel program at each school site that is directly involved in the planning and implementation of after school programming at schools along with the updating of the program plan. This partner, ARC, has implemented after school programming for the past twenty years in San Diego and Imperial Counties, and began their work with Brawley Elementary School District in 2022. The ARC regional manager meets weekly with the District Office Expanded Learning Opportunities Coordinator to review and disseminate data around programming quality. In addition, ARC staff provide surveys to the various members of the school community at their prospective sites on programming. This survey is designed to rate ARC programming in seven areas, including academic skill-building, complementing and supporting regular school day learning, ensuring respect and inclusivity of different cultural backgrounds, integrating of staff with regular day staff, variety of options, student creativity and artistic growth, and overall quality of programming.

Collaborative partners in the process of planning, implementing, and updating the after school program plan include district-level personnel, such as Nutrition Services, the Expanded Learning Opportunities Coordinator, and Student Services Coordinator. Additional partners include school principals, after school programming leaders for ASES, the ARC regional manager, parents, and students.

Scheduled meetings with collaborative partners include: 1. Bi-weekly meetings with after school programming leaders. 2. Weekly meetings with ARC regional manager. Contributions from the ARC regional manager include collaboration around project-based learning, quality of programming, and best practices. 3. Three annual parent meetings per school site for Continuous Quality Improvement. Contributions from parents include ideas/thoughts/desires/requests for new and innovative after-school programming activities. 4. Ongoing input from Nutritional Services. Contributions from Nutritional Services include updates on snacks and dinner and how these vital parts of programming are incorporated into the after-school programming day. Additional ELO-P programming collaborative partners include Dance and Play and the Imperial County Office of Education.

Site principals collaborate with ELO-P partners to plan after school programming. The site principal provides and facilitates effective communication between after school programming and regular day staff, such as arranging for custodial assistance and facility use, providing materials, and printing use for the after-school program. In addition, the principal provides administrative guidance, staffing, and participates in the CQI process. Region 9 After-School Technical Assistance provides low cost professional development and free administrative training and resources. Also, the Imperial County Office of Education provides low cost professional development, free administrative training and resources. The Brawley Elementary School District Department of Special Projects provides technical assistance for use of PowerSchool to assist in analyzing the needs of students in the after school program. The Nutritional Services department provides daily nutritional snacks and dinner. Technology provides technical assistance with technology set up and/or the malfunction of equipment. The Business department prepares financial expenditure reports and completes annual and end of year financial reports to the state. The District Expanded Learning Opportunities Coordinator provides oversight of the ELO-P Grant.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

ELO-P programming partners, ASES Leads, school principals, students, parents, community members engage in CQI meetings at each school site. During the collaborative meetings, survey data is presented and the meeting participants view, discuss, and analyze that data. Questions and concerns are shared and goals are drafted for programming. At each school site, after school programming leaders and school administrators work together to ensure quality programming with the feedback from these CQI meetings. The CQI data is then revisited through the school year to ensure programming goals are met, and, if programming goals are not met, that programming is adjusted. Also, the data and adjustments are presented in the reporting for Continuous Quality Improvement.

11—Program Management

Describe the plan for program management.

The mission of the Brawley Elementary School District is to ensure that children enrolled in after school programming have access to high quality, safe, and supervised academic, enrichment, and recreation programs that inspire learning and achievement beyond the regular school day. The vision of BESD is every child should have a safe place to be after school in the presence of a responsible, caring adult with engaging activities that support achievement and promote social, emotional, and physical development beyond the regular school day. Brawley Elementary School District holds accountability to ensure site level compliance and in-kind matching funds for the grant are in accordance with grant guidelines. Matching costs are aligned and supported by in-kind contributions consisting of: administration support, school classroom space, libraries, cafeteria, outdoor playground areas, office equipment, and storage space. Accurate daily attendance accounting is collected in Cityspan, a cloud-based provider of data management. Daily attendance is entered in CitySpan after check-in. Students are checked into the program each day, and parents must sign out students upon pick-up. Each evening, the sign-out sheet is reviewed for accuracy, and, if there are any inaccuracies, these are highlighted and corrected.

Students are expected to arrive at the program at the end of each school day. If a student does not check in at the beginning of the program, and there is no parent information stating that the child is absent or will be arriving late, the ELO-P programming lead will investigate and ensure the safety of the student.

Sign-in procedures include: 1. Every student enrolled in programming must arrive at ASES immediately following the school day. 2. Communication from school personnel is necessary if student is arriving late. Sign-out procedures are: 1. Every student must have a parent or authorized individual (18 years or older) sign them out of ELO-P programming. After school programming students are encouraged to remain until the end of programming. Children may, however, leave the program early under certain conditions.

General Questions

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

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

The district will be combining our ELO-P program to encompass both ASES and ARC to ensure all requirements are met as well as ensuring all unduplicated students are given the opportunity to participate. The established after school program coordination, supervision, and monitoring will be seamlessly blended to create a universal, comprehensive program.

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 students are offered the choice to attend a local pre-school provided through a collaborative partnership with Imperial County Office of Education (ICOE) Early Care and Education Program. The 10:1 pupil to teacher ratio is ensured, and, these young students receive quality instruction and after school programming from teachers trained and certified in early years education. The curriculum content and enrichment activities are specifically prepared for students in Transitional Kindergarten.

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.

TK Full Day Schedule:

8:25 AM-2:20 PM	TK Regular Day Program
2:20- 6 PM	TK ELO-P Program

Intersession Day Sample Schedule:

8-8:30 AM	Registration, Sign-in, and Expectations
8:30-9:45 AM	Breakfast (Cafeteria) and Recess (Playground)
9:45-11:20 AM	STEM
11:20 AM-12:00 PM	Lunch (Cafeteria)
12:00-1:30PM	Sports
1:30-2:45 PM	Art
2:45-3:30 PM	Supper (Cafeteria)
3:30-4:30 PM	Social
4:30-5:00 PM	Snack, Program End, and Clean-Up

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 school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

For at least 30 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.