



WATERFORD UNIFIED SCHOOL DISTRICT

"EXCELLENCE IN EDUCATION"

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Expanded Learning Opportunities Program Plan

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www.waterford.k12.ca.us

Version 1

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:	Waterford Unified 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. Richard Moon Primary School
2. Lucille Whitehead Intermediate School
3. Waterford Junior High School
4. Waterford High 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 Expanded Learning Opportunity Program is located at the Richard Moon Primary School, Lucille Whitehead Intermediate School, Waterford Junior High School and Waterford High school campuses, allowing for students to have easy access to the program without a need for traveling.

The majority of the learning experiences will occur on the school sites in which the students are enrolled. When learning experiences are offered at another site in the district beyond a reasonable walking distance, transportation will be provided. When learning experiences occur at regional parks, community centers or with other educational partners, transportation will be offered.

Depending on the type of class or activity, the students have access to the various sites. Occasionally, students' activities will take place at community locations. These locations may include the public library, community parks, and other school district locations. In such instances, students will travel as a group and will be accompanied by program leaders to ensure the students follow safety procedures during their walk. District sponsored transportation will be provided when traveling to or from Waterford Junior High School and other locations that are too far to walk.

To create and maintain safety procedures that are aligned with the instructional day, such as staff safety training and monthly practice drills, consistent check-ins and monthly meetings with school administration will be held. Program staff will also participate in training to successfully implement these procedures with students.

Our program strives to create a safe and supportive environment that provides for the developmental, socio-emotional, and physical needs of the students by having program staff participate in youth development training. During this training, staff members learn about effective approaches to providing youth services. We will be utilizing tools such as the 40 Developmental Assets For Children, to call out and address themes that emerge. We will call out aptitudes and strengths and build upon them. Safety is the primary goal of the Expanded Learning Opportunity Program where we strive to create an environment in which all children feel physically, emotionally, and culturally safe.

Agreements are created in partnership with our students. Agreements help everyone understand what it means to be safe. These agreements are validated with our students at the beginning of each program year. Agreements are a living document that can be revised throughout the year to ensure physical, emotional, and cultural safety.

Consistent school to home protocols will address safety including parent sign-out of students at the end of the day and/or permission documentation for bus transportation or release to walk home. A record of adults to whom children may be released will be maintained through the student information system. Children will only be released to authorized adults listed in this way or by parent verbal or written request.

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.

Program staff makes it a priority to maintain weekly communication with school staff in efforts to identify the material students are learning during the school day. This information is then utilized to plan for structured activities, interventions, and homework time to support continued learning. Students are able to receive one-on-one support to complete their school work or address their learning needs.

Our experience with enriching summer school has shown that students try new things and challenge themselves when learning is fun and engaging. We will utilize a strengths-based lens rather than only focusing on deficits. Focus will be placed on the things students are doing right. Our experience indicates that strength based feedback supports the building of positive adult-student relationships. Great relationships are associated with a positive learning environment.

Students will be given the opportunity to participate in grade level appropriate Science, Technology, Engineering, Arts, and Math (STEAM) projects to engage in hands-on learning. Some of these projects are developed in partnership with the county office of education.

Waterford is a rural community in Stanislaus County. There are limited opportunities for our students to engage in enrichment activities outside of school. We intend to leverage outside resources and experts who can engage our students throughout the year. The Expanded Learning Opportunity Program is operated on a year round basis. We provide program opportunities during the various school breaks and our full summer program.

Over the years we have been operating the After School Education and Safety (ASES) program. This has provided institutional knowledge that will apply to the ELOP program. With regards to self-evaluation, we administer surveys regarding the needs of parents, students, and the community and analyze data for continuous improvement of the program. These surveys will be administered annually. The need for year round (summer) programs is clear from the data previously collected from the community.

3—Skill Building

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

The educational enrichment component includes special skill building activities designed to increase a student's skill-base for success, interest in school, social competency, and/or physical fitness. Arts & Crafts are offered regularly. Active play, through organized games, recreational activities, tournament play, and/or physical fitness activities are offered daily for all grades (weather permitting). Activities and electives will be offered through monthly scheduling, special events, and "club" venues on a rotating basis. Opportunity will be provided for engagement in both traditional arts and liberal arts.

Traditional arts will include visual and performing arts. Opportunities may include: graphics, photography, music, dance, theater, sports, nutrition, and poetry. Liberal arts activities include more traditional school curriculum. Opportunities may include: building language arts skills, mathematics disciplines, social and physical sciences. These options will all integrate English language development through the building of vocabulary, speaking and listening, reading and writing. Technology will also be utilized in the program. Students will access web-based intervention and enrichment programs. These programs will be evaluated and may change based on Expanded Learning Opportunity Program training opportunities attended by staff, student interest groups, teacher input, and age group shifts in the program. Students in Waterford Unified School District have access to 1 to 1 devices where they can also log into their school day online curriculum. Having daily access to their online learning platform adds to our daily academic skill building that our program provides.

On-going communication with district, school, and program staff takes place throughout the year to learn how to best support students. Communication among the program staff and school staff identifies specific extra support for students in each grade level. This information is used to create a customized skill building plan for youth who need extra support during the Expanded Learning Opportunity Program hours. The strong communication between the school day and Expanded Learning Opportunity Program is critical in creating intentional skill building opportunities for our students.

Every day our program provides a “Power Hour.” Power Hour is when we focus 100% on academic enrichment. Our program separates into specific grade levels and works on needed skills every single day. Program staff are available to help students with weekly homework assigned by the school day teacher. Other academic offerings are meant to aid in closing the learning gap amongst our neediest students. Specific academic standards are practiced in fun and engaging activities to strengthen the students basic skills. As mentioned above, program staff regularly communicate with the school day staff to understand what is taking place during the school day so that we can best support and reinforce the students during the Expanded Learning Opportunity Programs daily Power Hour.

4—Youth Voice and Leadership

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

Our program incorporates feedback obtained from students when designing program curriculum. We pride ourselves for honoring their youth participation through voice and choice. Program staff also has on-going check-ins with students after activities are completed to learn about ways to improve or replace elements that were not as successful. Data collected from student assessments are shared with our program staff. Moreover, our ELOP Leadership Team, led by the Program Specialist will meet each month to share youth feedback and strategize in partnership on ways to incorporate youth voice and possible changes to the program. The Program Specialist will provide ongoing monitoring of the process.

Students are constantly encouraged to take leadership roles, such as volunteering as a tutor during homework time, leading an activity alongside program staff, mentoring another student, etc. Students will present to the WUSD board and community at board meetings regarding their experience attending our program and program needs. This is a critical life skill of understanding the role of a school board and how it directly impacts their learning at the Expanded Learning Opportunity Program. Presentations take place throughout the year.

We invite high school CTE Child Development Program students to serve in the program. Not only are they able to access workplace experience, they are also able to log service credit hours when volunteering with the elementary age students.

We will also provide opportunities for our students to become more involved in the community. Examples of community involvement include student invitation to participate in a yearly city-wide service day known as Love Waterford. Youth leadership in the area of environmental awareness might involve students participating in clean-up committees at their school site. Given the rural nature of our community, we strive each year to leverage outside resources, activities, and programs that expose our youth to new opportunities. Our goal is to increase our student’s social capital and encourage them to strengthen their leadership by trying new leadership opportunities. Moreover, we encourage our students to share their ideas and ways to improve their program.

Our team explicitly communicates with our students that this is their program. We build ownership and pride in the students and the program that is provided to them. We believe we will have the strongest results when our youth have true voice, choice, and leadership roles throughout the year.

5—Healthy Choices and Behaviors

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

Our program incorporates healthy nutritional practices and provides daily physical activities that promote a better quality of life. Nutrition is also offered as an elective course, teaching students about the benefits of healthy eating

and offering opportunities to prepare foods that are nutritious. An evening snack and supper are provided during the school year, while breakfast, lunch, snack and supper are provided during the summer. These daily meals meet nutrition standards for the State of California.

Students can also participate in the elective sports programs, supporting physical activity through a variety of outside activities. The Expanded Learning Opportunity Program embraces the District's Wellness plan as a means to support healthy eating habits and physical activity levels.

Social emotional health is key to maintaining the wellness of our students and staff. Staff will receive ongoing professional development and monitoring in social emotional curriculum and students will access weekly.

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.

Our program creates an environment that promotes diversity and cultural humility, allowing for students to celebrate their cultural and unique backgrounds through planned activities. Waterford is a multicultural and multilingual community and we strive to employ staff who match this diversity. The benefits of our diverse staff include effective communication with our families and community members, as well as language learner students.

Students will engage in visual and performing arts activities that celebrate various cultures and provide students with opportunities to learn about and appreciate the diversity of our community and world. Additional cultural celebrations will include multicultural foods through the nutrition class. Students with disabilities will be supported to engage appropriately with activities by accommodating the specific needs based on the disability.

7—Quality Staff

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

All program staff will meet the minimum qualifications of an instructional aide, certificated teacher, or mentor as required in Waterford Unified School District. The program staff will use the district's policies and testing instruments to determine qualification compliance. The staff who will implement the programs at school sites are selected through our employee recruitment and selection process. Their employment will be subject to the approval of the Program Specialist, as stipulated in Education Code 8483.4.

Program staff will be recruited through resume screening and interviewing and subject to WUSD BP 4030 non-discrimination policies. Academic, active play, and special engagement attributes together with relevant previous experience are all considered in maintaining a balanced and capable staffing pattern. Selected applicants are subject to fingerprinting and TB clearance as conditions of employment.

The Waterford Unified School District employs program staff that have been trained to facilitate the sessions offered by the Expanded Learning Opportunities Program. Program staff work in collaboration with school staff to provide the highest quality of service to the students and families it serves. Our Expanded Learning Opportunities Program invests in the quality and professional development of our staff. Program staff members may spend a portion of the day working with the school day staff, ensuring continuity of program from students' perspective. Engaging with ELOP program staff who work with them during the school day and also in the ELOP time provides continuity of engagement for students.

The Expanded Learning Opportunities Program collaborates with outside organizations as a way to offer an array of different opportunities. Exposure to the arts and sports, as well as academic support will be accomplished by offering these opportunities by program staff and outside organizations.

8—Clear Vision, Mission, and Purpose

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

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*The Purpose is to enrich the human development of our students

*The Vision is to increase the academic, artistic, physical and mental well-being of our students through providing broad and meaningful learning experiences and enrichment activities.

*The Mission is to pursue excellence in providing opportunities for expanded learning for our students.

The program honors the three goals of the Local Control and Accountability Plan (LCAP).

LCAP Goal #1 Conditions of Learning

The program advances equitable access to a broad and coherent instructional program that advances college and career readiness.

This is a broad goal that expresses the mission of the district with the end in mind – all students graduating college and career ready. The ELO Program will balance the need to support students in addressing missed learning, while providing expanded and enriched content and activities not provided during the school day. The ELOP unleashes the potential for a broad-course-of-study without the time constraints of the traditional school day.

LCAP Goal # 2 Pupil Outcomes

The program supports the vision that Waterford USD students graduate from high school college and career ready, exhibiting early and continuing signs of college and career readiness and increasing levels of learning outcomes for all student groups.

This goal expresses that improving academic outcomes for all students is important and evidence of learning should be exhibited at all grade levels, and that all students can succeed in school if taught well and provided support. The goal is developed with an equity lens, to see all students learning, at higher levels and to address achievement gaps that exist between student groups.

The ELO Program provides learning opportunities that support and expand student access to and acquisition of the core instructional program. The program will provide targeted individual, small group and whole group instruction and practice of core foundational skills and essential concepts, which lead to greater success in the classroom, and provides opportunities to accelerate by front-loading skills and concepts essential in the students’ next grade level.

LCAP Goal # 3 Engagement

The program supports the district’s commitment to engaging students, staff and parents in a supportive school climate that increases outcomes and develops a sense of safety and school connectedness, and honors education as a collective responsibility.

The ELO Program is well suited to create a greater sense of community involvement with school. Enrolling students in the ELOP or in the linked ASES program, parents are acknowledging a partnership that extends beyond the traditional

school day. The expanded learning and enriching activities the students experience serve to increase the motivation to attend regularly, and decrease chronic absenteeism. Celebrating successes and milestones will be a regular component of the program. Research indicates that as students experience more enjoyment and are affirmed for positive behaviors in the ELOP they will experience decreased behavioral incidences in school. Moreover, the acquisition of foundational skills and essential concepts support pupil progress and matriculation towards graduation, which in-turn promotes high outcomes for the graduation rate, lowers the numbers of drop-outs and sees greater percentages of students graduating on time, college and career ready – all of which are measures of engagement.

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.

The Program has three (3) specific levels of partnering and collaboration:

1. The program staff and school site partnership is evidenced by the on-campus placement of the Program Office, ELOP Program Specialist, and the resulting opportunity for daily communication exchange.
2. The extension of services collaborated between the community and the program to provide services to students who are identified through our Multi-Tiered System of Supports (MTSS) process.
3. The inclusion of outside organizations, including contracted service providers and community partners, as a way to expand to include multiple opportunities for students. These organizations could include local businesses, existing sports clubs, local service clubs, as well as county services.

Our program strives to leverage outside opportunities. We are fortunate to have multiple institutions of higher education in our region and we will establish partnerships with one or more in order to provide support to both students and staff. As a rural provider, we partner with various agencies throughout the year to provide support and opportunities for our students and families.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Waterford Unified School District is committed to embedding Improvement Science into our system at every level, based on research conducted by the Carnegie Foundation for the Advancement of Teaching. In the Expanded Learning Opportunity Program, continuous improvement will involve analyzing our outcomes and the system that produces them, uncovering forces that support and those that undermine improvement efforts, investigating and developing change ideas to address root causes that work against improvement efforts, and engaging in action research using a Plan - Do - Study - Act (PDSA) cycle to measure the impact of change ideas.

Data used to inform decision making will include survey data from student and parent assessment of courses / activities, and school day and ELOP staff feedback. LCAP metrics will also serve to inform program goal setting, decision-making, and continuous improvement over time, as will PDSA data. Academic data from the school day will also serve to measure the impact of the ELO Program.

Areas of focus for improvement efforts will mirror those goals, actions, and metrics in our LCAP as outlined in section 8.

The ELOP Program Coordinator will oversee professional development and collaboration opportunities for program staff to prepare them to carry out the vision and mission of WUSD during our expanded hours. The ELOP Program Coordinator will oversee the monitoring of program staff as they engage in continuous improvement efforts. Ongoing

collaboration and communication between school day staff and ELOP program staff will be monitored at the ELOP Leadership Team level.

Data analysis will be led by the ELOP Program Coordinator. Analysis of PDSA data will reveal effective change ideas. Student and parent feedback will drive programming and logistics. Staff feedback will drive professional development and monitoring. Multiple measures including these will inform revision and refinement of annual program goals.

The ELOP Program Coordinator will report on ELOP goals and progress, and will showcase successes and challenges to parents, community partners, and the Waterford school board.

11—Program Management

Describe the plan for program management.

The Expanded Learning Opportunity Program Leadership Team will be established to include the following: ELOP Program Specialist, school day staff, MTSS staff, and ELOP program staff, and will be under the oversight of the Director of Special Programs. ELOP program staff will include WUSD employees, contracted service providers and community partners.

Our program values our staff and their professional development. We aim to hire individuals who have a genuine interest in working in education or the child development field. The funding is used in a way that matches our vision, mission, and goals of positive youth development. As a result, the program needs a strong leader that has the time and resources to implement the program goals and ensure that our core values are thriving.

The program funding is budgeted in a way that values professional development for staff and meaningful student experiences. Staff will regularly engage in training and receive feedback intended to strengthen the program. Our vision is to invest in our staff so that they can use their unique talents and strengths to be their best for the students that we serve. Moreover, our staff is using that knowledge to create an environment where young people can thrive. The program budget will provide necessary resources for our students to create, lead, and implement the type of Expanded Learning Opportunity Program that they want. Program offerings will be revised over time based on data, and the budget will allow that flexibility.

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 ELO-P will run in concert with the After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) programs. While they each offer their own set of guidelines, the most stringent of each will be met. The plans will coincide in order to develop a comprehensive program while meeting the requirements of all three. The funding from the ELO-P has allowed us to expand the services offered during and after the school year. We also intend to expand the program to provide services during school breaks. Staff members who are hired during the school year may also be employed over the summer months.

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?

Waterford Unified School District currently operates a Transitional Kindergarten program. WUSD is recruiting, training and supporting current staff as they receive professional development for working with younger students. The district will provide the staffing ratios as determined by the state. The district intends to have one teacher and one instructional aide for every 20-24 students. The district will continue to develop and implement the appropriate curriculum based on the TK standards.

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.

Our Transitional Kindergarten and Kindergarten classes follow a full day instructional period. At that time, they are then able to attend our ASES program along with our first - sixth grade students at their respective school sites. The ELO Program concludes at 4:00 PM and The ASES program concludes at 6:00 PM.

Regular Day:

7:00 - 8:00: Breakfast / Morning Activity

8:00 - 2:30: Traditional Instructional Day

2:30 - 3:00: Check-In, Supper, Transition Time (Moving to Classrooms)

3:00 - 4:00: Power Hour / Elective Option

4:00 - 5:00: Elective Option

5:00: Snack

5:00 - 6:00: Elective Option

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.