

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:	Willows 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. Murdock Elementary
2. Willows Intermediate 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 Murdock Elementary School and Willows Intermediate School campus, allowing for students to have easy access to program without a need for traveling. Depending on the type of class and activity, the students will have access to the various sites and community locations (such as the Public Library, parks, and any other school district locations to carry out an activity with their leaders). 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.

In efforts to create and maintain safety procedures that are aligned with the instructional day, such as staff training and practice drills with students and staff, daily 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 ongoing professional development training, including SEL and safety protocols. With safety as a primary goal of the Expanded Learning Opportunity Program, we strive to create an environment where all children feel physically, emotionally, and culturally safe. Agreements are created in partnership with our students and educational partners to help everyone understand what it means to be safe. These agreements are created at the beginning of each program year. Moreover, the agreements are a living document that can be revised throughout the year. To ensure physical, emotional, and cultural safety, the agreements are “activated” every day at 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.

Program staff makes it a priority to maintain weekly communication with school staff, school administrators and the district coordinator, in efforts to identify the material students learn during the school day or need to expand for the summer. This information is utilized to plan for structured activities and homework time, during which students are able to receive one-on-one support, for those who have higher academic needs or for those who simply require more time to complete their school work or need support to close learning gaps.

We also utilize a strengths-based lens; rather than focusing on their deficits, students are constantly being praised for the things they are doing right. This approach has created great relationships between students and program staff resulting in a more engaged learning environment. Students are more willing to try new things and challenge themselves to venture out of their comfort-zone when learning is fun and engaging.

When planning for enrichment activities, program staff intentionally incorporates the five supports and opportunities; these being Safety, Relationship-building, Youth Participation, Community Involvement, and Skill-building. For our intermediate school level, we will also provide developmental asset activities (examples*: etiquette training, presentation skills, healthy lifestyle instruction, self-sufficiency coursework, etc.). Throughout the program, students will be given opportunities to participate in Science, Technology, Engineering, and Math (STEAM) projects to engage in hands-on learning. Some of these projects may include the making of volcanoes, balloon rockets, robots, straw roller coaster, etc. Partnering with other community resources that may include field trips, experiential learning activities, and arts education. These partnerships are critical for our rural program, where students may lack the

opportunity to engage in these activities outside of school. As a result of the Expanded Learning Opportunities Program, students will have access beyond the traditional school schedule, engaging in these educational activities throughout the summer. Willows Unified School District (WUSD), through the ASES program, will continue to administer surveys regarding the needs of parents, students, and community partners; to ensure effective program planning, engage our students and educational partners.

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 daily for grades K-5 and at least once per week for grades 6-8. Active play, through organized games, recreational activities, tournament play, and/or physical fitness activities are offered daily for all grades (weather permitting).

Activities and options will be offered through weekly scheduling, special event, and "club" venues on a three week rotating basis. These options often focus on topics such as science, robotics, coding, engineering, art, drone design, podcasting, 3D design, music, and genetics and are aligned with current state standards curriculums. The activities and lessons provide hands-on opportunities for students to build skills in the club topic chosen for that three-week time period. These introduce students to new topics and experiences. Some of the topics are repeated throughout grade cohorts so that students can further delve into a topic (e.g. Coding: students construct and code Botzee Robots in K-1, students code robots to move and play music in Rockin' Robots, in 3rd-5th grades students construct Piper Computers, and in 6th-8th grade students learn how to create 3-D designs and program and design drones). These options are always changing based on Expanded Learning Opportunity Program training opportunities attended by staff, student interest groups, teacher input, and age group shifts in the program.

On-going communication with school and district administration and staff takes place throughout the year to learn how to best support students. We have teacher leaders who meets with staff to help identify extra support for students. 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 an academic hour, where we focus 100% on academic enrichment. Our program separates into specific grade-levels, working with staff who help students with weekly homework assigned by the regular school day. If students do not have homework, staff assign academic enrichment activities such as: reading, math worksheets, science lessons, art activities, and other age appropriate academic activities that are consistent to current content/materials for each grade-level. As mentioned previously, program staff will regularly communicate with the regular school-day teachers and staff to understand what is taking place so that we can best support and reinforce academic standards/lessons during the Expanded Learning Opportunity Programs daily academic time. Lastly, during the academic period we have access to 1 to 1 devices where students can 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.

4—Youth Voice and Leadership

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

The Willows Unified School District (WUSD) program will incorporate feedback obtained from students through surveys provided at the end of every semester when designing program curriculum and activities. WUSD prides ourselves for honoring student participation through their voice and choice. Program staff will also practice on-going check-ins with students after activities are completed, to learn about ways to improve or replace techniques that were not as successful. Moreover, our program lead will meet with the District Coordinator each month to share

youth feedback and strategize in partnership on ways to incorporate youth voice and possible changes to the program. Our WUSD team encourages this ongoing and daily feedback. However, a more intentional approach where we administer formative assessments from students will be done no less than 2 times per year.

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 are also encouraged to present to the School Board members in regards to 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 should take place towards the end of the school year and may involve the older grades.

With a focus on student transitions, our program is designed to provide a smooth transition for students going from TK and Kindergarten to 1st grade, as well as for those who will be transitioning into 6th grade at the end of the school year. TK and Kindergarten students participate in activities of their own, apart from the rest of the grades during the Fall Semester and slowly begin participating in higher-grade activities of their choice during the Spring Semester of the school year. Students transitioning into 6th grade at the end of the school year begin participating in activities with the Expanded Learning Opportunity Program for Intermediate School students during Spring Semester and over the summer as well.

Students in higher grades will be encouraged to volunteer in our academic and enrichment programs to provide opportunities for community service and to become more involved in the community. Students will also participate in clean-up committees, with the intention of raising environmental awareness. Our program serves a rural 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 things. Our Expanded Learning Opportunity Program team focuses on ways to expose youth to leadership opportunities, while encouraging our students to share their ideas and ways to improve their program. The WUSD ELO-P/ASES team explicitly communicates with our students that this is their program, where we strive to build ownership and pride in the students and the program that is provided to them. In this vein, 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.

The Willows Unified School District (WUSD) program will continue to incorporate healthy nutritional practices and provide daily physical activities that promote a better quality of life. While promoting the Murdock Garden program that provides an opportunity to yield fresh produce for students to take home, the purpose of encouraging healthy-eating habits and addressing Food Insecurity issues in the community will remain a constant. In addition, an afternoon snack during the school year; breakfast, lunch, and afternoon snack during the summer that meets the Snacks & Meal Standards for the State of California will also be provided to students daily. The following list reflects examples of snacks that are provided:

- 1) Fruit-based drinks
- 2) Fresh Fruit
- 3) Reduced-fat cheese sticks
- 4) Individually packaged portions of nuts
- 5) Graham Cookies (5% Saturated Fat)

Students will also participate in physical activities, sports and intramural programs; in an effort to engage students in physical activity through a variety of outside activities which include; sports, obstacle courses, dancing, among others.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The Willows Unified School District (WUSD) program creates an environment that promotes diversity and cultural humility, allowing for students to celebrate their cultural and unique backgrounds through planned activities that inform every program participant of Holidays celebrated around the world. In addition, in order to decrease language barriers and make program accessible to students and families who are English learners, at least one of our program staff members should meet bilingual requirements. Currently we have multiple staff speak fluent Spanish. This increases our ability to effectively communicate with our parents. Furthermore, special accommodations are also implemented for students who may have limitations that can create barriers towards successful participation in program.

With WUSD having a large population of EL students and educational partners, we are intentional about hiring bilingual individuals who reside in the community of Willows and understand the culture of its residents. Moreover, we provide regular professional development to staff where a strong focus is on Cultural Competency and understanding how to communicate with students and parents more effectively. As stated above, due to the population that we serve we intentionally hire bilingual staff who can best serve our students and parents.

7—Quality Staff

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

All Willows Unified School District (WUSD) program staff will meet the minimum qualifications of a District Instructional Aide, certificated teacher, mentor or student tutor. The teacher leaders will use the District's policies and testing instruments to determine qualification compliance. The teacher leaders, who implement the Programs on-site, on-campus, are selected through employee recruitment and selection policy will be subject to the approval of the School Principal, as stipulated in Education Code 8483.4.

Program staff will be recruited through a resume screening, interviewing and selection process. 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, health screening and job requirements as conditions for continuing employment. Program staff are given on-the-job time for preparing activities, special events, and "clubs." In addition, WUSD is committed to providing ongoing professional development in order to provide the highest quality of service to the students and families it serves. Typical professional development will include topics such as: first-aid certification, SEL strategies, site safety, engagement strategies, activity approaches, child discipline, and re-clarification of the program's mission.

8—Clear Vision, Mission, and Purpose

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

The Willows Unified School District (WUSD) program is modeled after the three goals of the Local Control and Accountability Plan (LCAP). The program values and encourages the professional development of our staff with the

purpose of creating an environment that will develop healthy young people through identifying and building on their strengths, as well as through utilizing safety, relationship-building, youth engagement, community involvement, and academic skill-building.

Our program aims to identify and address the needs of the community, students, parents and school by providing them with an opportunity to express their needs and concerns through parent orientation meetings, constant communication with school staff, students and educational partners through daily check-ins.

The Program is committed to an annual, broad-based assessment process that merges the input of many vested educational partners. The purpose of the process is to allow for continuing program improvement dialogue, research-based program improvement efforts and program adaptations.

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 four (3) specific levels of partnering and collaboration:

1. The District/Community Partnership confirmed in a contractual relationship with various community resources; and
2. The school site partnership evidenced by the on-campus placement of a program lead, Director, and the resulting opportunity for daily communication exchange with staff and site administration; and,
3. The extension of services collaborated between the Sheriff’s Dept., Mental Health Services, Resource Education and the Program to provide services to at-risk children

As a small, rural district, WUSD remains committed to developing and strengthening collaborative partnerships with CSU Chico, Butte College, and other local resources to provide support and opportunities for our students and families.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Willows Unified School District (WUSD) program strives to provide continuous quality programs, activities and resources for our students and families. Our program will use Results Based Accountability (RBA) as our method for data driven Quality Improvement. Each year our Program will examine goals and identify ways to gather data that measures our effectiveness. The Results Based Accountability model was developed by Mark Friedman as a way to measure the impact of programs and services. Our goal is to use data to inform our practice.

The WUSD Continuous Quality Improvement Process will include gathering information and assessing our program. We will provide program assessments to students, parents, and the regular school day staff. The goal of these assessments is to provide data on how individuals view the Expanded Learning Opportunity Program and ways that we can improve. These assessments will be administered by the program lead and other staff, at least 2 times per program year. That data will be used to inform our practices, and create annual program goals that will hold us accountable and strive towards continuous quality. The first assessment will be completed by the end of September and by the end of April, in each program year. We will also administer student surveys throughout the year. Specifically, we will gather data in October, February, and June from students. The information collected will not only inform our team of how students are progressing in our specific goals, but will provide critical information that will be shared with staff and school admin to measure our progress towards program goals. Moreover, the data collected will be shared with parents, community, and the WUSD School Board. The Continuous Quality Improvement plan will

specifically engage various stakeholders including students. Our goal is to use the Results Based Accountability Model to measure our impact. RBA is a method of continuously measuring the impact of a program and allows for ongoing opportunities to assess, make changes, and course correct when needed. Moreover, this intentional process will allow the program to better showcase our impact to the California Department of Education during annual CQI reporting.

11—Program Management

Describe the plan for program management.

Our Willows Unified School District (WUSD) 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 requires strong leadership that has the time and resources to implement the program goals and ensure that our core values are thriving.

Program funding should be budgeted in a way that values professional development for staff, to include attendance at the annual Best of Out of School Time Conference (BOOST) and Region 2 Expanded Learning Conferences that our program lead, staff, and Director attend. This is in addition to scheduled ongoing professional development for program staff. Our vision is to invest in our staff so that they can use their unique talents, strengths, and knowledge to create an environment where young people can thrive; capitalizing on being their best for the students that we serve.

As a small, rural district in the heart of Glenn County, WUSD aims to use our funding to provide meaningful experiences for young people to find, use, and develop their voice and strengths. Moreover, the program funding will be budgeted in a way that provides the necessary resources for our students to create, lead, and implement the type of Expanded Learning Opportunity Program that they want. At the foundation, our program collaborates with an expanding list of local partners, various organizations, high school students, and community volunteers to assist our students during homework tutoring time.

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 is an expansion of the ASES program. The plans coincide in order to develop a comprehensive program.

The funding from the ELO-P has allowed us to expand the services offered during the school year, to include services during the summer and intersession breaks (e.g. October, February and April). Many of the staff members who are hired for the regular school year will now be employed over the summer months as well. To continue the expansion of our program and meet the needs of our students and families, we will add staff as needed to open new classes. Until those staff can be recruited, vetted, and hired, the district will employ a waitlist. Once staff is hired, students will move from the waitlist into the new class(es). Enrollment priority will be given to unduplicated pupils (Foster Youth, Homeless Youth, English Language Learners, and students who are eligible for Free or Reduced-Price Meals). If staffing can be found for the intersession camps and summer camp, the camps will be opened up for 7th and 8th grade student participation.

To continue to meet the expansion needs of the ELO-P program, WUSD will purchase modular classrooms to accommodate the program's growth at Murdock Elementary School. One modular classroom will be an enrichment headquarters which will house the new curriculum, clubs and materials needed to run an engaging, interactive enrichment program. This space will also be used to provide the expanded staff space to plan for the academic, recreational and enrichment components of the ASES program, and to meet for staff meetings and professional development. This space will have a divider so that it can also be utilized for smaller group meeting spaces or a calming space for students. An additional modular classroom will be acquired to provide a dedicated ELO-P student space. The students are often displaced by outside organizations or site functions like Back to School Night, Open House, PTO events, dances, fundraisers, 4-H meetings, and parent teacher conferences. This second modular classroom would ensure that we do not have to close the program because there is no place for the students on days those types of events displace the ELO-P program. Additionally, a storage shed will be purchased and placed on the WUSD District Office site and serve as a storage facility for summer camp curriculum and resources. Lastly, with the relocation of fifth grade from the elementary school to the intermediate school, the program will need to address storage and capacity issues that arise from this change. This may include purchasing additional storage alternatives.

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

Willows Unified School District (WUSD) currently operates a Transitional Kindergarten program. As we expand our TK services, WUSD is recruiting, training and supporting staff with professional development for working with younger students. WUSD will provide the staffing ratios as determined by the state. The district intends to have 1 after school employee or paraprofessional for every 10 students at the Transitional Kindergarten and Kindergarten grade levels.

WUSD will continue to develop and implement the appropriate curriculum based on the TK and Kindergarten standards. The Expanded Learning Program will work with the daytime Transitional Kindergarten and Kindergarten teachers to develop and find age appropriate curriculum for the expanded learning program and continue the monthly instructional focus that happens during the regular day instruction in the Expanded Learning setting.

pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

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.

Currently, during the school year, the TK and K grades follow the rest of the grades by joining the ELO-P programs after their instructional day which ends at 1:50 pm. The other grades have staggered release times of 2:20, 2:30 and 2:35. They are then able to attend our ASES program or after school until 6:00 pm.

The summer program will operate from 8:00 am to 5:00 pm.

7:45-8:00 Student Drop off

8:00-8:20 Breakfast

8:20-8:30 Opening/Morning Procedures

8:30-9:30 Math Block

9:30-9:40 Break

9:40-10:40 ELA Block

10:45-11:45 Rec

11:45-12:15 Lunch

12:20-1:20 Elective 1

1:25-2:25 Elective 2

2:30-2:40 Snack Break

2:45-3:30 Elective 3

3:30-4:15 Rec

4:15-5:00- Elective 4

5:00-5:15 Student pick up

8:15-9:25 Math Block
9:30-9:45 RECESS - Kinder Yard
9:50-10:40 Math Block
10:45-10:55 ELA Block
11:00-11:20 Lunch
11:20-11:40 Lunch Recess
11:45-12:45 ELA Block
12:50-1:15 P.E.
1:20-1:30 RECESS
1:30-2:30 Art/Read Aloud/STEM
2:30-4:00- Elective Rotation 1 (swim, library, sports, etc.)
4:00-5:30- Elective Rotation
5:30-6:00 Closing cleanup

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.