

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:	Pioneer Union 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. Pioneer Elementary School
2. Frontier Elementary School
3. Pioneer Middle 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.

- Students attend the after school program on their school campus. The program begins immediately at the end of the regular school day and ends at 6:00pm providing an expanding learning opportunity that, when added to the daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.
- Should funding permit, the 30 intersession days would be primarily held during the summer or non-student days during the regular school year (such as parent-teacher conference or teacher in-service days). During the intersessional periods, no less than nine hours of in-person expanded learning opportunities are provided per program day. At this time, funding does not cover the costs of the 30 intersession day requirement.
- The summer program days would be held on one or two of the elementary school campuses depending on summer maintenance project needs.
- All program staff have a binder, Health and Safety Plan, with safety guidelines in areas including: site nurse procedures, student health concerns, physical activity guide, personnel procedures, and policies on early release.
- Staff are trained in emergency procedures and protocols, which include emergency numbers to contact the for additional support.
- Program staff have a copy of the school's safety plan. The students participate in all drills during their school day and discuss and recap during the after school program. The staff meet as needed to discuss any changes, updates or issues.
- Staff are required to create engaging lessons to enrich the students' core curriculum. In addition, it is expected that positive discipline practices are implemented in all classrooms to create a positive culture where students can progress not only academically but also emotionally. This also ensures students understand expectations for orderly behaviors and discipline policy. Pioneer After School Enrichment (PASE) program uses positive discipline strategies.

2—Active and Engaged Learning

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

- The Kings County Office of Education (KCOE) PASE staff are contracted to provide the PASE program at the two elementary sites. KCOE staff utilizes the Quality Standards for Expanded Learning Programs when developing enrichment activities. An educational enrichment element which is provided on a regular basis shall include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

- Teaching Fellows is contracted to provide the PASE program for 6th grade at Pioneer Middle School. Teaching Fellows staff provides enrichment activities on a daily basis including but not limited to STEM, arts, recreation, and physical fitness activities.
- Some staff may be bilingual; and all staff are trained in ELD strategies to ensure access to all learners of the curriculum.
- At staff meetings, staff share activities, lessons, and projects that support the standards. They also collaborate and provide information on local community organizations who offer support at little or no cost to education. These organizations broaden the students' experiences in ways the regular school day cannot. These experiences include on-site and off-site field trips.
- Literacy and math fluency at grade level standards are always at the core of lessons and activities. Homework support is provided to students in these areas. Site coordinators collaborate with daytime teachers for concepts and standards currently being taught so after school can enrich those concepts.
- Project-based learning activities are used regularly to enhance student understanding in concepts.
- Technology is used in after school programs. Staff are trained in use of the provided technology. Each elementary PASE group has been issued a set of Google Chromebooks to use for homework and various engagement activities. 6th grade PASE students have their school devices to use in the after school program.

3—Skill Building

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

- The goal of the PASE program is not to add to the students' academic load but rather provide additional experiences in grade level core concepts in English Language Arts, mathematics, social studies, science, physical education and art. An educational and literacy element is provided on a regular basis in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social studies, computer training, or science.
- Visual and performing arts are addressed in the program through student opportunities. Examples of this are music, visual art lessons, small drama productions that all allow students to express their individuality and creativity.
- Character building is integrated into lessons and activities.
- Class expectations and behaviors are regularly reviewed and monitored using a positive discipline approach.
- Academic support will be provided for students. This additional help from PASE instructors will allow students to get the extra help they need, as well as the time to complete homework. This, in turn, will help to increase participation and success in academic areas.
- Enrichment activities are provided in order to allow students to learn about new and interesting ideas and will provide them with a deeper understanding of concepts. By offering these diverse opportunities for

students, it will allow them to explore interesting topics and will help students to develop social skills by interacting and cooperating with one another.

4—Youth Voice and Leadership

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

- Each year a student survey is given to gain ideas for culminating activities, concerns about the program, and offer field trip suggestions. The staff reviews the results at each site.
- If possible, older elementary students are paired with younger students in the program. They encourage reading and student choice of book topics through a reading buddy system.
- Students in upper grades facilitate site meetings with all students to discuss issues and concerns happening in school relating to school climate. They also brainstorm ideas to spread good character and choices to help address the concerns.
- Students are asked regularly to share areas in their regular instructional day that need support. Instructors will then develop lessons around the concept to provide additional practice and progress.
- Students are given many lessons on character, self-esteem, individuality and leadership. Often they have opportunities to express their own traits through poetry, writing and art.
- Community service may be incorporated into the after school program to develop an understanding of giving back. Activities are connected to an identified need in the community and are organized to extend leadership skills in older students. Examples are canned food or coat drives and research to then create a non-profit organization to benefit the community.
- All after school and, if possible, summer sites incorporate student choice and opinions into lessons, activities and projects. The students also are encouraged to make suggestions of on or off site trips that enhance their learning by providing experiences; they may have not had otherwise.

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 district shall provide a snack for each after school program day and agrees the snacks made available through the program conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 Title 2.
- If intersession days are provided, the district shall provide breakfast and lunch each intersession program day and agrees that meals and snacks made available through the program 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. Additionally the district shall provide an afternoon snack for each intersession program day and agrees the snacks made available through the program conform to the

nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 Title 2.

- Each PASE program is required to consult the school's wellness plan.
- The program has physical activity built into its daily schedule. Students are provided with at least 30 minutes of activity daily during the after school programs and, if possible, 60 minutes daily during the summer programs.
- Daily physical activities include physical outdoor games such as soccer, volleyball, and basketball as well as games created by instructors. Activities such as jump rope, frisbee golf, physical exercise and dance are also part of the program. Daily physical activities will vary daily.
- The PASE program partners with community organizations such as CALFresh, Kings County Health Department, TUPE, and other organizations focused on healthy choices and behaviors. These community partners come to the program and provide lessons and activities for students exposing them to healthy options.
- All resources pertaining to student health are also sent home to parents.
- The following are 3 examples of nutritious snacks or meals that follow the California Nutritional Guidelines: string cheese and juice, graham crackers and milk, or granola bars and milk.

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.

- With the student to tutor ratio being a 20:1 on average and 10:1 for TK-K, all students are able to receive more support for their homework. It also allows the instructors to spend more time with the students who struggle more than others.
- Site Coordinators meet with daytime teachers when possible to obtain accommodations and specialized support for all students with an IEP or 504 Plan. If additional support is needed, the KCOE or district Special Education staff may provide guidance.
- Daytime teachers are invited to visit anytime to after school rooms to check on student progress and make suggestions for individual students they teach for continuity with supports.
- PASE recognizes the importance of valuing all cultures. The staff creates numerous opportunities for student awareness of differing cultures.
- Traditions, holidays, and foods from around the world are taught. If a student is from another country, they are encouraged to share their experiences and beliefs. In addition, teaching respect for diverse religions and family life is incorporated into the goal of accepting all students.
- Examples of site based cultural awareness may include activities in traditions such as Dia de los Muertos and the annual Tachi Indian Pride Parade.

- Student, staff, and parent surveys seek input on the quality of the PASE program. The results are reviewed by after school staff for ideas and concerns.
- Teachers are trained in positive discipline, ELD strategies, and quality standards based lesson planning.
- No qualified students are excluded from the opportunity to register for the program until all spots are filled including students with disabilities and foster youth.

7—Quality Staff

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

- Each program site has an experienced Site Coordinator who oversees the program. Sites will have sufficient number of instructors or tutors to maintain an average ratio of 20:1 for students in grades 1-6 and 10:1 in grades TK and Kindergarten. They are trained to prepare their own lessons and activities based on the state standards for the grade levels they teach.
- All staff working directly in the supervision of pupils will meet the minimum qualifications for an instructional aide. Selection of the program site supervisors shall be subject to the approval of the school site principal. All program staff and volunteers shall be subject to health screenings and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.
- KCOE, Teaching Fellows, Pioneer District, or any other agency the District partners with for the PASE program, has a thorough hiring process where minimum requirements must be met in order to be given an interview. Past experience and job references are reviewed after a successful interview.
- As possible, advancement opportunities play a major role in the retention of staff. KCOE staff are encouraged to apply for openings that meet their qualifications. Staff are provided with extensive personal, professional, and educational support. Staff training, mentoring and coaching are provided to equip staff with the resources they need to do their best and be successful. Evaluations will be conducted yearly to strengthen performance based on mutually agreed upon goals.
- KCOE, Teaching Fellows, Pioneer District, or any other agency the District partners with for the PASE program, will treat training and workshops as starting points and not ending points. The Program Coordinator and site coordinators will engage in conversations, based on annually observed needs at the sites, regarding needed professional development. The line staff, also, has the opportunity to request professional development. The regional office has various professional development opportunities, which are passed onto the staff.
- The following is an incomprehensive list of possible trainings: Staff roles and responsibilities, to include an overview of the program's grant; Program policies and procedures, to include mandated state reporting and documentation as well as using program-specific forms; Safety procedures in after school programs; Team building; Relationship building and communications; Working effectively with classroom teachers and school staff; Dealing with parents; communicating, establishing/maintaining connection forms; Classroom management; Behavior guidance/positive discipline; Working with EL students; Working with students with special needs; Youth development principles and practices; Understanding and using standards in after school programs; Aligning school curriculum with after school activities; Homework

delivery; Reading with kids; Making math fun; Outcome-based enrichment activities to include project based and service learning; Enrichment programs (such as arts, dance, food and nutrition, etc.); Program package curricula delivery (such as KidzLit and KidzMath); Positive Discipline; and/or Support SEL Through the Arts.

8—Clear Vision, Mission, and Purpose

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

- Needs of the community, parents, and school are identified by program staff. A needs assessment is completed annually. This assessment is comprised of academic performance, student attendance, student demographics, school climate, English language acquisition and stakeholder input survey data. The results of this review are used to determine student needs and develop activities and projects to meet those needs.
- The District and its PASE partners will develop a balanced, diverse staff capable of bringing a wealth of knowledge, enthusiasm, and expertise to each after school program. This includes people with varying backgrounds, different strengths, abilities, and contributions at both the management and classroom levels.
- This caliber of staff will be equipped with the ability to provide a safe learning environment where all students are welcome and have equal access to the after school program's curriculum.
- Our goal is to make parents realize the partnership they have with their child's education and success. Survey results are used to develop and refine the program's vision, mission, goals and expected outcomes. We provide them the opportunity to have a voice and give input on any issue they feel is a suggestion or concern.
- Parents and community members are welcomed to visit, present, or volunteer in the program at each site following the District volunteer guidelines.
- Annually students, parents, site administrator and daytime teachers, as well as, community partnership personnel are given a survey about the PASE program. The purpose is to gain insight into the perceptions of the program's effectiveness given by different stakeholders. The Site Coordinator first reviews the results and they are shared at the next monthly meeting with the group to collaborate on possible changes or improvements.
- We use the results from the local needs assessment to evaluate the effectiveness of our program activities and progress of program goals.

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 district works to collaborate with non-LEA entities and community-based organizations to implement the Expanded Learning Opportunity (ELOP) programs. The district has current partnerships with Kings County Office of Education and Teaching Fellows to administer and implement its programs.
- The PASE after school staff are encouraged to seek, network, and share opportunities to work with organizations in our local community.
- Collaboration and partnerships:KCOE TUPE, Kings County Health Department, Kings County CalFresh, KCOE Burris Park, KCOE Video Conferences (on site field trips), Children's Storybook Garden and Museum, Kings County Behavioral Health, and TCOE Expanded Learning:Collaboration, Networking, Input, Vision and goals.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

- Surveys are given to students, staff, and parents to address the ongoing needs of students and their families.
- The staff review a variety of data annually to monitor and improve the program.
- Twice a year, the Program Coordinator, Site Coordinators, site Principals, and other related staff meet to discuss and debrief on the effectiveness of the PASE program.
- The PASE program engages in a data-driven improvement process annually as means to assess program quality, plan, and improve program quality.
- The following is an example of a general timeline of the annual monitoring of site programs:

* August/September: Full day orientation, monthly staff meeting, enrollment procedures, absence policies, principal meeting, and enrichment activity planning.

* October: Monthly staff meeting, site enrollment review, and attendance data.

* November: Monthly staff meeting, collaborate lessons or activities, and attendance data.

* December: Monthly staff meeting, training topics, and attendance data.

* January: Monthly staff meeting, training topics, review student expectations and safety information, attendance data, and begin planning the summer session.

* February: Monthly staff meeting, training topics, collaborate lessons or activities, attendance data, and continue planning the summer session.

* March: Monthly staff meeting, training topics, attendance data, and finalize planning for summer session.

* April: Monthly staff meeting, training topics, attendance data, hold EOY principal meetings, and advertise summer session with families.

* May: Monthly staff meeting, complete staff EOY evaluations, review closing procedure for after school program,

attendance data, other after school program data, and enrollment procedures for summer session.

* June: Full day orientation, monthly staff meeting, enrollment review, absence policies, principal meeting, and enrichment activity planning.

* July: Monthly staff meeting, collaborate lessons or activities, attendance data, review of closing procedures for summer session, and other summer program data.

11—Program Management

Describe the plan for program management.

- The Expanded Learning Opportunity Program (ELOP) Plan will be reviewed and revised no less than once every three years or as substantive program changes are made which are reflected in the ELOP Plan.
- The district provides its ELOP services to students and families who are eligible for free or reduced-price meals, English Learner students, homeless youth as defined by the federal McKinney-Vento Homeless Assistance Act, or students who are in foster care. The district intends to provide programs on all school sites with eligible students. However, should this not be possible, the district will prioritize schoolsites with the lowest income communities across their attendance area.
- Should the district expand its program to include students and families not eligible as free or reduced-price meals, for homeless youth as defined by the federal McKinney-Vento Homeless Assistance Act, or for students who are in foster care, the district may charge family fees. If family fees are implemented, they shall be administered on a sliding scale that considers family income and ability to pay. Additionally fees shall be waived for students and families who are eligible for free or reduced-price meals, for homeless youth as defined by the federal McKinney-Vento Homeless Assistance Act, or for students who are in foster care.
- The elementary PASE program is currently contracted through the Kings County Office of Education. At KCOE, the staff is run by a Program Coordinator, Curriculum Consultant, and a secretary. At each site staff includes one Site Coordinator, and a classroom instructor for each class which is based on number of students enrolled for the year with an average ratio of 20:1 and 10:1 for TK-K.
- The Memorandum of Understanding between Pioneer District and KCOE includes the following fiscal oversight and data reporting.
- The middle school PASE program for 6th grade students is contracted through Teaching Fellows starting in the 2023-2024 school year. There is a Memorandum of Understanding between Teaching Fellows and Pioneer District. The Teaching Fellows staff includes a Site Coordinator, tutors based on number of students enrolled for the year with an average ratio of 20:1 for 6th grade.
- Pioneer District Program Coordinator and Assistant Superintendent of Fiscal Services work together to monitor spending of program funds.
- Appropriate and approved program expenditures utilizing ELOP funding may include, but are not limited to, the following:
 - Program staffing, whether direct or contracted

- Program administration, whether direct or contracted
- Support staffing including, but not limited to, food service, custodial services, transportation, health services, enrichment activity specialists or providers, tutors, whether direct or contracted
- Enrichment opportunities such as field trips, presentation, and events; and all related expenditures
- Consultants and contracted services
- Direct and indirect materials and supplies need to support the program including, but not limited to, instructional materials and supplies, enrichment activity materials and supplies, books, arts and music materials and supplies, technology, custodial supplies, health service supplies, office supplies, and

printing costs

- All costs associated with providing food services and transportation
- Costs for maintaining and repairing facilities used by ELOP programs as well as a proportional share of utilities.
- Costs associated with upgrading storage needs caused by the program.
- Costs associated with upgrades to technology or infrastructure caused by the program.

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.

Pioneer Union Elementary School District does not receive ASES or CCLC Elementary/Middle School funding.

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?

Advertisements will be posted on Edjoin.org, Kings County Office of Education website and social media for new staff hiring. An emphasis will be placed on candidates who have previous experience and/or education working with TK and Kindergarten students. Staff will receive training in working with younger students utilizing local and State Regional resources. Training will be ongoing during the regular school year. To ensure the proper 10:1 ratio additional staff members will be hired to lower the ratio below 10:1 and be available to fill in for any absences. Staff will be rotated where needed to maintain the proper ratio.

After School Schedule

- 2:00 TK dismissal, beginning of program
- 2:00-3:00 Homework support, literacy and math fluency activities
- 3:00-4:00 Afternoon snack and structured physical activities
- 4:00-5:00 Art and STEM activities
- 5:00-6:00 SEL activities
- 6:00 Pick-up, end-of-day

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.

PASE programs shall consist of the following two elements on a regular basis: 1) 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 studies, computer training, or science; and 2) an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Sample program schedule for both after school and intersession program days are as follows:

After School Schedule

- 2:00 TK-2nd grade dismissal, beginning of program
- 2:00-3:00 TK-2nd homework support, literacy and math fluency activities
- 2:45 3rd-5th grade dismissal
- 3:10 6th grade dismissal
- 3:00-4:00 Afternoon snack and structured physical activities
- 4:00-5:00 TK-2nd educational enrichment activities

3rd-6th grade homework support, literacy and math fluency activities

- 5:00-6:00 Enrichment and SEL activities
- 6:00 End-of-day and final pick-up

Nine-hour Intersession Day Schedule (when available)

- 7:30-8:30 Morning drop-off, breakfast, and outdoor play
- 8:30-11:00 Educational and literacy activities
- 11:00-12:00 Lunch and outdoor play
- 12:00-2:00 Educational enrichment activities
- 2:00-3:00 Afternoon snack and structured physical activities
- 3:00-4:30 SEL activities
- 4:30 End-of-day and final pick-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 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.