

Expanded Learning Opportunities Program Plan Guide



**Clovis Unified School District
2024-2027**

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

Local Educational Agency (LEA) Name: Clovis 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. Bud Rank Elementary School
2. Cedarwood Elementary School
3. Century Elementary School
4. Clovis Elementary School
5. Cole Elementary School
6. Copper Hills Elementary School
7. Dry Creek Elementary School
8. Fancher Creek Elementary School
9. Fort Washington Elementary School
10. Freedom Elementary School
11. Garfield Elementary School
12. Gettysburg Elementary School
13. Hirayama Elementary School
14. James S. Fugman Elementary School
15. Janet L. Young Elementary School
16. Jefferson Elementary School
17. Liberty Elementary School

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18. Lincoln Elementary School
19. Maple Creek Elementary School
20. Mickey Cox Elementary School
21. Miramonte Elementary School
22. Mountain View Elementary School
23. Nelson Elementary School
24. Pinedale Elementary School
25. Reagan Elementary School
26. Red Bank Elementary School
27. Riverview Elementary School
28. Roger S. Oraze Elementary School
29. Sierra Vista Elementary School
30. Tarpey Elementary School
31. Temperance-Kutner Elementary School
32. Valley Oak Elementary School
33. Virginia R. Boris Elementary School
34. Weldon Elementary School
35. Woods (Harold L.) Elementary School

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

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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 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>.

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1- Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Clovis Unified School District utilizes the Expanded Learning Opportunities Program fund to establish the **Expanded Learning Club** (ELC) program which provides quality academic support and enrichment opportunities outside of the school day for students at all 35 elementary schools in the district. Title I schools and any Community Eligibility Provision (CEP) schools with an Unduplicated Pupil Percentage over 50 percent are granted a site-wide fee waiver that allows all students enrolled access to ELC at no cost.

The Expanded Learning Club's goal is for students to feel success and empowerment while gaining skills and strategies that will help them during the regular school day and prepare them academically and socially for ensuing years. Where feasible, staff are trained in the District's behavior intervention program and social emotional learning curriculum (e.g., Second Step). School-aligned health and safety procedures and policies are in place. Collaborative meetings are scheduled with site administration to further develop a safe and supportive environment. The collaboration between ELC staff, site administrators, and teachers help to identify participant strengths, interests, and learning styles.

Each site is provided with first aid kits and safety clipboards that contain emergency protocols and procedures as well as emergency contacts and a current student roster. The staff are required to wear their CUSD badge, whistles, uniform shirt, walkie-talkie, first aid fanny pack, and carry an emergency clipboard during program hours. Safety drills are conducted on a quarterly basis. The site lead must be CPR/First Aid certified as part of their ongoing training. Additional safety measures include a thorough registration process, attendance tracking system, and release procedures that are aligned with the District's release policies.

To ensure all students benefit from different opportunities that are offered during program hours, a student-to-staff ratio of no more than 17 to 1 in grade 1-6 and a ratio of 10 to 1 for Transitional Kindergarten (TK) and Kindergarten (K) is implemented.

The Child Development Department has invested in multiple well maintained and clean portables at each school site dedicated to ELC programs. Through the strong partnership with site administrators, the staff has been granted access to regular classrooms during the after-school portion of the program.

The program supervisors conduct monthly portable inspections. Findings from portable inspections are used to make decisions about maintenance and repairs of portables. Program growth, due to increased student needs, may require the addition of new portables when fiscally possible, at sites that can accommodate a new building.

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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.

Hands-on lessons and activities are designed based on student interests. Students are regularly involved in projects and activities that increase understanding and use of creativity, critical thinking, and information and communication technology. A specific focus is placed on Science, Technology, Engineering, and Math (STEM) topics, as well as art (both performing and visual) and Social-emotional learning (SEL) skills. Many collaborative partnerships are established with community vendors through annual contracts to support the enrichment component of our program. Students have access to regular instructional day online resources such as iReady Math and Reading and Accelerated Reading (AR) through their student portal, Clever.com.

3- Skill Building

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

Academic support for students is a priority reflected in the daily schedule. The academic support is aligned and designed to complement the regular school day and focus on meeting proficiency in the California State Content Standards. Students may have up to one hour to complete their homework. The staff collaborates with classroom teachers on student homework completion. On-site credentialed teachers are recruited and contracted to provide targeted academic intervention for students in the after-school programs. Lessons provided are aligned to the California State Content Standards and may have assessments as part of the student progress monitoring process. Students are offered reading and writing opportunities. Literacy activities are at least 15-30 minutes per day for students. Students are given opportunities to practice literacy skills using additional resources such as Accelerated Reader (AR), iReady, and READ 180.

4- Youth Voice and Leadership

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

Students have opportunities to share their viewpoints, concerns, or interests in many ways that help the staff create and establish program expectations and practices. Staff may provide informal and/or formal surveys to students to gauge their interests in what they would like to experience in ELC. Programs have student leaders serve as facilitators for enrichment activities such as clubs, service-based learning projects, and talent shows.

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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.

Through the partnership with the district's Campus Catering Department, nutritious snacks and meals are offered to all participating students. The staff collaborates with the school to ensure that their healthy practices and program activities are aligned with the school wellness plan. Just like a regular school day, physical education and fitness activities are implemented daily. Teachers are contracted by stipends to provide age-appropriate competitive athletic opportunities for students in grades 4-6. These athletic opportunities are available by sport on a quarterly basis.

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.

All students enrolled in elementary school are eligible to participate in ELC. Information such as program schedules, fees, locations, and the parent handbook are updated regularly and available on the Clovis Unified School District website under the Child Development Department tab. All elementary schools have a direct link to the Child Development website on their home page. Information posted on the website is accessible in various languages.

During the month of March, program supervisors host parent information meetings at each elementary school to share information about ELC and how to complete an application for their student(s). Informational flyers are translated in Spanish and Hmong and sent home to parents in each school community. Based on the needs of the parents, interpreters are made available at the parent information meetings. The application for ELC is accessible to all parents through their Parent Connect portal starting in April. Students identified as unduplicated pupils are given priority acceptance into programs until facility and/or staffing capacity is reached. Waitlists are created and the remaining students will be added to the program as more staff are hired.

Program supervisors are intentional in hiring staff to reflect the students being served. Staff are trained and encouraged to create positive partnerships with students and families. The various cultures and backgrounds of students are celebrated through activities and lessons that promote positive culture and acceptance.

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The partnership between the parents, site administration, and program supervisors help in identifying and providing extra support for any student with academic and/or behavioral challenges including students with an Individualized Educational Plan (IEP). The Behavior Consultation Team (BCT), comprised of a psychologist and two Paraprofessionals, is another resource to support staff and students. The BCT is called upon to assess challenging situations, and to coach and model strategies to support students who display significant struggles. When appropriate, an intervention strategy may include hiring more staff to support specific student needs.

7- Quality Staff

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

The ELC leadership team works diligently to recruit, hire, and retain quality staff. Candidates must meet the minimum requirements of the District and go through a thorough interview process prior to obtaining a position in ELC. New staff members hired during the year will attend mandatory training before reporting to their site assignments. All staff are evaluated twice during their probationary period and must meet the job performance standards to obtain permanent status. Credentialed teaching staff and paraprofessional personnel involved in the program at the site level meet the Elementary and Secondary Education Act qualifications for their position. In addition to the required district online training courses, multiple training opportunities are available to staff throughout the school year. Staff serving as Instructor Lead 2, Instructor Lead 1 or TK/K instructors have additional targeted training throughout the year.

8- Clear Vision, Mission, and Purpose

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

Vision

Clovis Unified School District's Expanded Learning Club strives to be the benchmark for excellence in Expanded Learning programs for students in elementary school.

Mission

The mission of Expanded Learning Club is to provide a safe and supportive expanded learning environment that fosters educational and enrichment opportunities for all students.

Purpose

ELC offers academic support, health and wellness, and enrichment components. The academic support component consists of homework assistance and targeted academic intervention in the focus area chosen by the school site. The health and wellness component consists of physical fitness and education along with a healthy snack. The enrichment component consists of STEM, clubs, community events, service-learning projects, community partners, and much more.

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The needs of the community, students, parents, and school are identified through various sources such as annual surveys, parent advisory committee, and student surveys. Once the needs are identified by the site administrators and site supervisor, the focus of the program is established along with the target groups.

Program Goals

1. Provide a safe, healthy environment, both physically and emotionally.
2. Provide fun and engaging activities for all students.
3. Support student academic achievement through standards-based academic and enrichment activities that are aligned with the regular school day.
4. Promote parent and community involvement.

Engaged or Will Engage Educational Partners

The program has engaged and will continue to engage its educational partners in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community. This process will occur through various meetings on a monthly, quarterly, and/or annual basis at the regional, district, and school site level. Annual surveys are sent out to all educational partners to provide input and feedback for the improvement of their site-specific program and the District programs.

Other means of engaging educational partners include sharing information at various Parent Advisory Committee (PAC) meetings at the site and district level; English Learner Advisory Committee (ELAC), School Attendance Review Team (SART), Intercultural Diversity Advisory Council (IDAC), District Migrant Education Parent Advisory Committee (DMEPAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), and Local Control Accountability Plan (LCAP).

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.

Community partnerships are critical components to improve the quality of our programs. Monthly site lead, regional, and school site principal meetings ensure a strong relationship with collaborative partners.

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Collaborative Partnerships and Descriptions of specific duties/responsibilities or contributions	
Partner	Function and Role
Clovis Unified School District	<p>LEA: Provides oversight and support through the School Leadership Division, along with a Financial Analyst to ensure articulation between the program and federal and state programs. The internal departments and services of Clovis Unified School District will support the diverse needs of Expanded Learning Club programs.</p> <p>Child Development Department: Overall program administration, financial accounting, ELC leadership team comprised of a Director, Assistant Director, multiple program supervisors and business support team devoted to program success, compliance, mandated reporting, ongoing evaluation, and professional development opportunities for staff.</p> <p>Campus Catering: Campus Catering department provides a dietitian who develops the after-school snack menu, guaranteeing compliance to grant nutrition regulations. They also assist with mandated documentation.</p> <p>Technology Department: CUSD Technology department supports all technology purchased with ELO-P funding. The department provides support with networking, product repairs, product use, and provides staff development.</p> <p>Special Education: The Special Education department assists with the understanding, accommodating, and supporting our students who are on IEPs and/or 504s.</p> <p>Nursing Services: Support all aspects related to students' health and safety during program including staff training when needed.</p> <p>Human Resources: CUSD Human Resources Department assists with the hiring, evaluation, mandated training, and policies for staff working in the after-school program.</p>
Region 7 Lead	Provide training opportunities, technical assistance, and support with training. Attends ELO-P team meetings to provide updates, input, and feedback.
Fresno County Superintendent of Schools	Provide training opportunities, guidance, and support for implementation of Expanded Learning programs.
Fresno Grizzlies	Provide students with opportunities to experience sports education and health and wellness through stadium tours and lessons in baseball fundamentals.

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J&D Mind Builders	J&D Mind Builders Bricks4Kidz provides enrichment experiences using STEM aligned lessons to engage students in building activities using Lego bricks.
Arts Enrichment for All	Provide age-appropriate arts and music lessons for TK/K students.
Playground Training Academy	Playground Training Academy presents the importance of living a healthy lifestyle, as well as showing students exciting and fun “urban gymnastic” exercise movements.
Aquarius Aquarium	Provide a teaching tide pool that gives elementary grade children the opportunity to see and touch California tide pool animal collections and interact with Aquarius Aquarium staff educators. The students will take away a better understanding of the ocean environment and appreciate our own California tide pool habitat.
Reptile Ron	Birds from Around the World - 45-minute interactive bird program. Birds may include Green Nape Lorikeet, Keel-billed Toucan, Sulphur-crested Cockatoo, Red tailed hawk, and a Red-shouldered hawk.
Wild Child Adventure	Provide a 50-minute presentation on the fun and science of bubbles. <ul style="list-style-type: none"> • introduction to the physical characteristics of bubbles • mesmerize children with bubble tricks and manipulations
BSTEM	Students gain experiences through engineering, game design, and digital art through comic design.
STEM2GO	Provide a teaching opportunity for students to learn about circuits and energy through engineering and construction of robots.
Scout Island	Students experience leadership academy through experiences of a ropes course and lessons in teamwork and relationship building.
Safari Encounter	Students experience the essence of the wild that is taught through conservation, animal behaviors and ecosystems education.
Blackbeard’s Family Entertainment Center	Students engage in social activities like miniature golf and the ropes course to support social emotional enrichment skills.
United Skate Clovis	Students experience STEM lessons on rink design, sound waves and engage in health and wellness through skating.
High Fitness	Students experience health and wellness through sessions of cardio fitness through dance.
Fresno Chaffee Zoo Mobile	Fresno Chaffee Zoo provides 45-minute educational presentations. These presentations are fun and provide an interactive learning experience for children of all ages. It is designed to meet the California Science Standards for each grade level. A selection of mammals, birds, reptiles, amphibians, and creepy crawlies will be available along with the presentations.

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10- Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Expanded Learning Club conducts a formal annual program assessment based on the 12 Quality Standards of Expanded Learning in California. The program data and evaluation results are shared with educational partners for feedback. The ELC leadership team collects and utilizes data to influence program planning and goal setting. Evaluation outcomes are used to prioritize future work around program design, professional development, and program practices. Results from the assessment are the driving force behind the Continuous Quality Improvement (CQI) Action Plan. CQI Action Plans are created in the Fall and implemented throughout the Spring.

Timeline	Task	Roles/Stakeholder
March/April	Review surveys aligned to Quality Standards	ELC Leadership Team Site Administration
April	Annual surveys	Students Parents Teachers Site Administration ELC Staff
May/June	Review results from surveys and CQI plan	ELC Leadership Team
June/July	ELC Evaluation Written Report to Governing Board	ELC Leadership Team District Administration District Governing Board
August/September	Review/Revise and Train on CQI plan	ELC Leadership Team Site Administration ELC Site Staff
September/October	Share information to advisory committee Implement, assess Quality Standards and CQI	ELC Leadership/Site Team Site Administration Parents
December	Re-assess program and implementation of CQI	ELC Leadership Team ELC Site Staff
December/January	Review/Plan/Revise CQI	ELC Leadership Team ELC Site Staff
February/March	Re-assess program and implementation of CQI	ELC Leadership Team ELC Site Staff Site Administration

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11- Program Management

Describe the plan for program management.

The ELC leadership team works collaboratively with the site and district administration to assess and utilize funding for their program to support the vision, mission, and goals. The program supervisors ensure each site meets the requirements for providing academic support, enrichment as well as health and wellness activities.

The program plan is updated annually using information from a variety of sources. ELC sites administer student, parent, teacher, and site staff surveys annually. These surveys afford the ELC leadership team an opportunity to evaluate, review and reflect on their program from an internal point of view and collaborate with all educational partners to improve program quality. Other indicators used for evaluation include attendance rates, expenditures, staff development opportunities, parent participation, student achievement, and recommendations for continued improvement. Based on a comprehensive analysis of data and information, the ELC leadership team will identify effective practices and list areas needing improvement.

The ELC leadership team is committed to promoting excellence and high expectations for all students and work to ensure meaningful involvement in decision-making by students, teachers, parents, and community members. The evaluations are shared with, the CUSD Governing Board, District administrators, and staff.

Fiscal Accounting and Reporting

An effective management and fiscal organizational structure is in place to implement policies, procedures, and practices to ensure the successful operation of ELC programs based on program goals, vision, and design. The ELC leadership team is comprised of a Director, Assistant Director, multiple program supervisors and business support team working together to ensure programs adhere to local, state, and federal guidelines.

Reporting requirements and a financial analyst ensures that fiscal, accounting, and record keeping requirements are maintained. The financial analyst and ELC Coordinator work together to ensure all reports are completed by the due dates and ensure the District complies in all areas of spending. The fund will be fiscally monitored through the District's financial system (Munis) and is able to create the financial reports necessary to meet the reporting requirements.

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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.

Under the guidance of the Child Development Director, The ELC Leadership team is comprised of a Director, Assistant Director, multiple program supervisors and business support team to support the school sites. The ELC Leadership team ensures the implementation of one comprehensive and universal expanded learning program using designated ELO-P funds.

Currently, two school sites have both ASES and 21st CCLC programs that serve students only during the after-school portion of the day. The ELO-P funding will expand the existing services to include learning opportunities by adding more capacity to the after-school program and offer services to Transitional Kindergarten/Kindergarten students.

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?

ELC supports the Transitional Kindergarten (TK) students and Kindergarten (K) students in need of a nine hour program at all 35 elementary school sites in the District.

Recruitment & Training

The ELC staff serving the TK/K programs have prior work experience with the age group and/or have obtained Early Childhood Education credits. The staff participates monthly in targeted training courses to support their understanding and implementation of developmentally appropriate practices.

Curriculum

The ELC staff collaborate closely with our California State Preschool Programs team, site TK/K teacher teams and site administration to develop experiences that meet the unique needs of Transitional Kindergarten and Kindergarten students.

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Participating students will receive academic support with early literacy development, hands-on art projects, and develop their social-emotional skills.

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 intersession day.

Transitional Kindergarten or Kindergarten students who are only enrolled in morning class may have the schedule below.

Time	Program/Activity
7:45am - 11:30am	Transitional Kindergarten Class
11:30am - 12:00pm	Lunch
12:00pm - 2:45pm	Expanded Learning Club – TK & K
2:45pm - 5:30pm	After School Expanded Learning Club

Transitional Kindergarten or Kindergarten students who are only enrolled in afternoon Transitional Kindergarten class may have the schedule below.

Time	Program/Activity
7:45am - 11:00am	Expanded Learning Club – TK & K
11:00am - 11:30pm	Lunch
11:30pm - 2:45pm	Transitional Kindergarten Class
2:45pm - 5:30pm	After School Expanded Learning Club

Intersession Day

Throughout the year, a minimum of 30 days of Full Day program will be offered at various school sites during intersession (Fall, Winter, Spring and Summer Break). Transportation will be available to students from their home school to the designated program site. Students who participate in a full day program will participate in an academic support component, healthy fitness component, and recreational enrichment component.

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Below is a sample schedule for the summer session.

Time	Program/Activity
7:30am - 8:00am	Student Check-In by Parents
8:00am - 8:30am	Breakfast
8:30am - 9:30am	Healthy Fitness Component
9:30am - 11:30am	Academic Support for English Language Arts
11:30am - 12:30pm	Lunch
12:30pm - 2:00pm	Academic Support for Mathematics
2:00pm - 2:30pm	Snack
2:30pm - 5:00pm	Hands-On Enrichment Activities
5:00pm - 5:30pm	Clean up & Student Check-Out by Parents

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after-school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department’s guidance.

(B) Section 8482.6.

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

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

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

On school days, 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 minutes on school days, 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 school sites 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

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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.