

HAWTHORNE SCHOOL DISTRICT



EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) PLAN

Prepared by:
Educational Services Department
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Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Hawthorne 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. EUCALYPTUS ELEMENTARY SCHOOL
2. JEFFERSON ELEMENTARY SCHOOL
3. KORNBLUM ELEMENTARY SCHOOL
4. RAMONA ELEMENTARY SCHOOL
5. WASHINGTON ELEMENTARY SCHOOL
6. YORK ELEMENTARY SCHOOL
7. ZELA DAVIS ELEMENTARY SCHOOL
8. BUD CARSON MIDDLE SCHOOL
9. HAWTHORNE MIDDLE SCHOOL
10. PRAIRIE VISTA 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 during 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” do 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 the law, and provides 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

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

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

The primary reason expanded learning programs exist at Hawthorne SD is to provide a safe, secure environment for students who might not otherwise have a safe place to be after the school day ends at their elementary or middle school.

The ELO program ensures proper checkout procedures, parent/guardian and/or an authorized person (anyone placed on their emergency form) are required to sign their child out of the after-school program.

All ELO programs follow the same school safety plan implemented during the instructional school day, in addition to specific procedures related to ELO program related activities that are documented in the district-wide policies. All ELO program staff are required to attend safety training drills throughout the school year. Monthly fire drills rotate through the various day(s) of the week and time(s) of the day. Lockdown drills occur a minimum of twice per year, while earthquake drills occur as part of the Great American Shakeout in California and are intended to prepare staff and students to be prepared in the event a true emergency occurs. Anecdotal and empirical data is collected during the drills from a sample of staff and students to better evaluate how the drills are handled. Safety procedures will include but are not limited to mandated reporter, suicide ideation, threat assessment, effective supervision, etc.

Hawthorne SD will utilize a system for tracking student enrollment and attendance through EZ Reports and PowerSchool to ensure that eligible students are able to participate in the ELO program. Staff will have access to the enrollment database to find additional contact information if needed. A current and easily accessible list of emergency contacts for students will be maintained. Procedures will be in place to ensure that students are always accounted for. Staff will have a two-way district-provided radio to ensure prompt communication as part of the emergency and safety procedures. When addressing student injuries, staff will have established protocols when dealing with accidents.

When addressing student injuries, staff will have established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately

notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file. Staff will have access to the school's enrollment database to find additional contact information, if needed.

All schools will be fully secured during program hours with established single entry/exit access points.

The ELO program will use a positive discipline model aligned with the district's research-based Positive Behavior Intervention and Supports (PBIS). Each school's PBIS model includes interventions including counseling, socio-emotional learning and support. Each school's PBIS behavior expectations will be integrated into the site's after-school program. This alignment will ensure high levels of student behavior that supports a safe and nurturing environment. PBIS practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices.

Additional steps to ensure student and staff safety is to operate a centralized COVID-19 testing center during the extended hour/day portion of the ELO program. This would include the additional thirty (30) non-school days required by the grant.

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 planning of educational enrichment activities will involve a collection of student survey data that will drive the selection of educational enrichment activities. Student survey data will be collected through a site student google form and/or feedback focus group where students will be able to select clubs or programs. The student survey google form and/or focus group will consist of a series of questions that will be focused on enrichment, interests, and suggested clubs. The surveys and focus groups will be administered at the beginning and end of program planning to support identifying the site's educational enrichment focus for the school year.

Once these programs have been identified, all students will have the opportunity to enroll within a set enrollment period. The recruitment and enrollment phase will ensure that all students and parents are informed about programs being offered on site and will give an equal opportunity for all students to be able to self-select and participate in this enrollment process. Programs will be offered in a rotational schedule and students will be asked to enroll in their 1st, 2nd, and 3rd choice. If students are unable to participate in their choices due to capacity, a waitlist will be established for these enrichment programs to ensure students are given a chance to enroll in an alternative program when available. Some programs can include options such as: Theater Arts, Fine Arts, Music, Learning about Cultural Cuisines, Cultural Awareness, Coding, Character Development, Community and Civic Engagement, Historical News and Events, Yearbook Committee, Engineering Projects and Design, Self-Identity, and Current Events. We will leverage community providers, programs, subject areas experts, and additional staff who are interested in leading these enrichment activities.

3—Skill Building

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

Improved academic performance supports the program goal of having students achieve to their full potential. The goal of the schools and the ELO program is for students to meet the academic performance standards established by the state. The ELO program is dedicated to helping students achieve this goal by identifying student learning gaps when examining student performance data. Examining student academic data will also allow us to identify students who can benefit from additional academic enrichment opportunities.

The program will offer targeted tutoring and homework support. Expanded learning tutors will be trained in evidence-based intervention strategies, classroom management, and effective supervision to ensure the tutoring component is successful and aligned with the school day practices. Staff will use techniques aligned with the core-day classroom to assist students. Tutors will make sure students are retaining the subject area concepts as well as build their capacity to be accountable for their learning. Using data, research, and a proven method of program design, a tutoring program will be developed that operates as a natural support of the school day learning.

In addition to tutoring, a STEAM (Science, Technology, Engineering, Art, and Mathematics) Academy will be offered weekly to improve academic achievement and overall student success. Each month there will be a focus on an aspect of STEAM (e.g., Science, Technology, etc.). The STEAM Academy will target TK to 8th grade students.

During this rotation, students will work on STEAM based activities and projects where they will apply their science, technology, arts, and math skills. Students will present their projects or describe how they completed an activity and share the skills they either utilized or learned to finish the task and/or project.

The program will enhance the 21st Century skills of communication, collaboration, and critical thinking, and creativity (the “four Cs”) by engaging students in project-based learning activities. Furthermore, these projects can have a STEAM based focus to further enhance using 21st century skills. At the end of the project, student groups will share their findings/results/product with their peers in a presentation and discuss which skills they learned and utilized to complete their project.

Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. Digital literacy programs will be considered if school sites have identified this as a need and aligned with the enrichment offerings. Digital literacy can include, but is limited to, coding, creating podcasts and website development.

4—Youth Voice and Leadership

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

Meeting the needs of HSD's students and community remains a top priority in the ELO program. As part of the CQI- a continuous quality improvement plan will be developed using quality standards and followed throughout the year. Students will complete a survey to indicate their interests and needs, and staff will evaluate the current program offerings and make adjustments to accurately represent student needs. This will support any need for programming adjustments and additions, staffing changes, and additional professional development for staff. Additional data will be collected annually from students, teachers, and parent surveys that will be conducted by the ELO program office. The results of these surveys are presented to the district and discussed during the monthly collaborative team meetings. Youth voice and choice will be centered on the productive and enthusiastic school youth council. The youth council team will meet regularly to discuss, plan, and prepare for upcoming activities and events. They work in collaboration with the ELO program staff and the regular school day. This collaboration helps with planning and preparing for activities, special events, field trips, and advertising and promoting. The Youth Council Student Leadership Team will meet in the ELO program office in a comfortable and safe space designed by the students.

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 ELO program recognizes the link between student health, learning, and the desire to provide a comprehensive program promoting students' healthy eating and physical activity. The district's wellness plan supports the district's goals of supporting student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. The ELO program supports the school's wellness plan by offering programs and activities that promote healthy choices and behaviors to help students understand and appreciate the importance of a healthy lifestyle. For example, healthy choices and behaviors are emphasized in nutritional air/environment education, cooking, nutrition, sports, and dance programs. In addition, students will participate in field trips, fun runs, school fairs, and celebrations. The ELO program will work with the school district nutritional services to provide snacks, and meals that are aligned with the collaborations with community organizations such as Breathe LA, Smart Fit Girls, Boy Scouts of America, and Girl Scouts of America to help provide a meaningful and engaging curriculum to promote health and wellness throughout our programs. Students are eating safe and healthful foods prepared with care by the nutrition employees. The district's food and nutrition professionals team provide students with nutritious snacks and meals to help support their academic success. California and after-school physical activity guidelines indicate that physical activity improves academic performances and decreases behavior challenges. The ELO Program demonstrates a solid commitment to this belief.

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.

One of the primary goals of the ELO-program is to expand access to the program to meet the needs of the culturally diverse students and families in HSD.

Celebrating the uniqueness of Hawthorne School District students and creating a system of supporting multi-cultural awareness is extremely important to the ELO

program staff. The commitment to promoting diversity is evident in program offerings and ELO program staff. Staffing is representative of the local surrounding community and comprises adults from diverse cultural backgrounds, with a myriad of experiences to share with students and enhance the overall program goals. The staff works hard to create an inclusive and welcoming environment for all students regardless of race, ethnicity, religious beliefs, gender identity, and preference. The ELO program seeks to enhance cultural competence among students by discussing topics in clubs and activities that help promote awareness, understanding, compassion, and empathy. Culturally connected holidays and events such as "The Great Kindness Challenge" are encouraged and celebrated. The literature and activities used focus on topics and include characters who reflect the voice and experience of student participants.

To further promote diversity, the program will expose students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses for all grade levels will broaden and enrich the students' appreciation of the diverse world in which they live. In addition to field trips, the program will highlight cultural events such as Black History Month, Women's History Month, etc. Programming and activities build student awareness and appreciation of the history, backgrounds, and cultures that are celebrated in these month-long highlights. The Young Black Scholars Academy will provide learning opportunities for students to explore problem-based learning tailored to their unique grade levels and interest through the Black Excellence lens. Students will work independently and collaboratively to become more proficient in 21st century skills, while engaging with academic content through hands-on learning experiences and critical thinking. In addition, guest speakers from cultures that are different from HSD students will be scheduled throughout the school year to speak about their cultural experiences and backgrounds so students can gain further understanding and appreciation of other cultures.

Access to expanded learning programs is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students that have barriers that could potentially limit their participation.

For students with disabilities, the expanded learning program will provide staff that have training in working with students with special needs. The ELO-program office will collaborate with the Special Education Department to develop professional development in order to build the skills and strategies of staff needed to work effectively with students with special needs. Furthermore, the Special Education Department and ELO program will collaborate on reasonable accommodations as they relate to student's IEPs and determine a communication and support plan.

To meet the needs of English Learners (EL), staff will be trained on English language development and best practices to support ELs such as the use of visuals and realia, guided oral practice with modeling, and teaching vocabulary during club and STEAM activities. Staff will be trained on effective strategies to support EL students and program activity plans will incorporate intentional use of the EL supports to ensure these students have access to the material and content.

7—Quality Staff

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

Professional Development is key to continuous quality improvement programs and developing and retaining quality staff. Therefore, professional development topics are determined through various forms of needs assessments from stakeholders, such as parent, student, and staff surveys, parent-student focus groups, and input gathered by the professional development committee, which is composed of site staff and district administrators.

Prior to the start of the new academic year, the ELO program engages in a series of training sessions during summer; general forums, break-out session training, collaborative planning, and professional learning communities. Training will be scheduled over the summer, where training will be designated for site supervisors and coordinators to work in a team-oriented environment. At the end of the professional development sessions, training content will be made available to all staff. The archiving and sharing of training materials allows staff to revisit or extend their learning as needed. District administrators will visit sites on a regular basis and through their observations, technical assistance is determined on a site as well as on an individual basis.

8—Clear Vision, Mission, and Purpose

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

VISION: A world-class program where students are resilient, learn how to lead, be responsible citizens, and achieve their full potential.

MISSION: The mission of Hawthorne SD Expanded Learning Program is to provide a safe and supportive learning environment where students establish positive caring

relationships, explore new opportunities, and thrive academically, emotionally, and socially.

PURPOSE:

- Provide a safe, educationally enriching environments for students
- Foster academic support to increase students' performance on the California State Standards on core subject areas
- Provide enrichment activities that support students' choice and voice, while encouraging students to pursue their fullest potential
- Promote student well-being through opportunities to learn about and practice nutrition, physical activity and other healthy choices in an environment that supports healthy lifestyles.

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.

An ELO-P design committee will be established to design and implement the ELO-P plan. The committee will continue to meet regularly, to review and update the plan based on stakeholder feedback.

Listed below are a few of our current collaborations with community organizations.

- Richstone Family Resource Center
- Friendship Club Foundation
- PLTW
- Arts for All
- Didi Hirsch
- Moneta Gardens
- New Star Family Justice Center

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Hawthorne SD Expanded Learning Program will engage in the continuous quality improvement (CQI) process collaboratively with all stakeholders and an independent evaluator. Every site will receive an individual Program Quality Report (PQR), to review and establish program goals. The district administrator will meet with site supervisors to discuss the results from the CQI surveys, observations, and evaluator recommendations. All sites will be tasked to develop goals and objectives to improve on Quality Standards listed in the area of improvement. In addition, sites will develop additional goals and objectives for one of the standards where they scored “Early” or “Developing.” The Quality Program Improvement Plan QPIP template breaks down each goal into objectives, activities, resources needed (e.g., materials, training, coaching), who is responsible for the activity, and a timeline for when the activity will begin and end.

The results of the outcome measures are reviewed on a continuous basis and annually. Findings from this data will be used for two purposes: a) to ascertain early warning signs of potential impediments to student achievement and make corrective actions, and B) to develop a comprehensive picture of the relationship between program activities and student achievement. No change, changes in the wrong direction, or inadequate changes to meet targeted performance goals will be addressed and appropriate interventions identified and implemented.

11—Program Management

Describe the plan for program management.

The Expanded Learning Opportunities administrator will communicate closely with the Director of Special Projects to ensure program alignment with the district's vision and mission. As a team, the school administrators will communicate with the ELO administrator to ensure that the vision and mission of the district are supported consistently at all program sites. The site supervisors will meet with the principal and the ELO administrator on a regular basis to discuss program implementation aligned to the school day.

To help implement the ELO program districtwide, additional support positions have been identified to support students during the ELO program. The following positions will be considered as the ELO program expands.

Staff:

- ELO Program Coordinator
- ELO Program Secretary

- Custodial Support
- Health Clerk
- Security at each ELO program school
- Academic Coaches for; TK-K, 1-2, 3-5, 6-8th grades/Academic Support
- Transportation support

Enrichment vendors:

- STEAM
 - Martial Arts
 - Sports
 - Tutoring services
 - Coding
 - Robotics
 - Music
 - Fine Arts
 - Performing Arts
 - Young Black Scholars
 - Two Bit Circus
 - California Youth Karate Club
 - Action Youth America (AYA)
- An external evaluator will be contracted to evaluate the after-school program

Hawthorne Risk management and the Human Resource Department provide comprehensive oversight to all staff hired for the Expanded Learning 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.

Hawthorne SD currently operates 10 ASES programs. All programs operate on school campuses and include a Site coordinator. The Site Coordinator oversees day-to-day

program operations of their assigned program site, supports instructional providers, communicates with parents, district administrators, etc.

The current site staff structure will be leveraged to support the expansion of programs. Additional program leaders will be assigned to each campus to support the additional student enrollment from schools that have waitlists.

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?

The ELO program took into account the needs of TK/K students in the Universal Prekindergarten (UPK) strategic plan. The final plan will include details in the following focus areas and include Expanded Learning:

- Focus Area A: Vision & Coherence
- Focus Area B: Community Engagement and Partnerships
- Focus Area C: Workforce Recruitment & Professional Learning
- Focus Area D: Curriculum, Instruction and Assessment
- Focus Area E: LEA Facilities, Services and Operations

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.

School Year Sample Schedule

8:30 AM-6:00 PM

(9 ½ hours)

<u>TIME</u>	<u>Description</u>
8:30 AM	TK-8 School Day Start Time
11:30 PM-1:00 PM	Lunch / Recess
2:30 PM	TK-3rd Dismissal
	ALL Program/AYA-Start Time
3:00 PM	4th-8th Dismissal
	ALL Program/AYA-Start Time
6:00 PM	ALL Program/AYA-Check-out

Intersession/Summer Program Sample Schedule

8:30 AM-5:30 PM

(9 hours)

<u>TIME</u>	<u>Description</u>
8:30 AM-9:00 AM	Check in/Breakfast/ Restroom Break
9:00 AM-9:45 AM	Group Activity: Team building/SEL Collaborative Game
9:45 AM-10:00 AM	Recess / Restroom Break
10:00 AM-12:00 PM	1) STEAM Activity/and Project Based activity 2) Enrichment Activities/ Hands-on Enrichment
12:00 PM-12:30 PM	Lunch / Restroom break
12:30 PM - 2:30 PM	1) STEAM Activity/and Project Based activity 2) Enrichment Activities/ Hands-on Enrichment
2:30 PM-4:30 PM	1) KARATE 2) SPORTS/outdoor recreation activities or sports 3) Organized Physical Activity/COPA
4:30-5:00 PM	Group Activity: Team building/SEL Collaborative Game
5:00 PM-5:20 PM	Afternoon Snack / Restroom break
5:20 PM-5:30 PM	Check-out

Expanded Learning Opportunities Program

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 those 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 non-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 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.