

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

**North Monterey County Unified School District**



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North Monterey County Unified School District  
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# Expanded Learning Opportunities Program Plan Guide

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

**Local Educational Agency (LEA) Name:** North Monterey County 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.

Site Name
Castroville Elementary School
Echo Valley Elementary School
Elkhorn Elementary School
Prunedale Elementary School
North Monterey County Middle School
North Monterey County High School

## **Purpose**

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

## **Definitions**

"Expanded learning" means before-school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

## **Instructions**

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

# NMCUSD 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.**

NMCUSD ELO programs take place at our students' home school campuses, so safe travel to the site is not an issue. Our community partners bring their off-site services to our school sites. This enriches our programs, adding a variety of enrichment opportunities to our core academic services.

Student safety is the top priority at all of our sites. Our After School Coordinators play a critical role in this. They are members of the regular day school site Safety Committees and collaborate on the creation of the Comprehensive School Safety Plan, which includes procedures for before and after school programs. Safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. All after-school staff and students participate in monthly safety drills that mirror the multi-hazard Practice Drills done during the school day to ensure consistency.

All After School staff are required to complete districtwide annual training on topics such as mandated reporting, COVID safety protocols, sexual harassment, and bullying prevention. All staff are trained in CPR/First Aid, the use of a defibrillator, and disaster preparedness.

Staff wear district-issued ID badges, and/or program gear to be easily identifiable to students, parents, staff, and community partners. Students are welcomed and signed in by staff upon arrival and must be signed out by a trusted adult who is listed on the student application. Staff uses 2-way radios to maintain immediate communication with site administration, office staff, and other after-school staff.

Sites are required to keep safety information readily available in the after-school office, including school maps, class lists, rosters schedules, and emergency procedures. Every program is equipped with a portable emergency preparedness pack. Our staff has full access to our district student information system, Synergy. This allows us immediate access to student contact and emergency information, health alerts, potential custody issues, and Special Ed needs.

All sites follow district and department protocols for handling student incidents. They maintain a binder of incidents and accidents with written reports and phone records using district forms. After-school staff have ready access to student applications with current emergency contact information, regular day information such as emergency cards, medical notes, and allergy information, and can call parents at a moment's notice and inform them of incidents that occur.

Our Early Release policy follows the CDE Early Release and Late Arrival Guidance as specified in the Education Code. Students are signed out by a responsible adult who must be listed on the Emergency Card as a parent, guardian, or authorized emergency contact. This procedure is strictly enforced to ensure student safety.

## **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 community has communicated students' need for support to improve their academic and other skills, and be engaged in relevant projects during the higher-risk after-school hours. By participating in our programs, students have access to services and activities they may not receive during the regular school day, such as small group intervention and enhanced enrichment classes. Students receive at least 60 minutes of academic support daily, which may consist of tutoring, intervention, and/or homework support. Students also take part in 60 minutes of project-based, age-appropriate enrichment activities such as visual and performing arts, environmental and science projects, physical education, cooking, and gardening. These activities are designed to improve students' academic and life skills while promoting positive youth development. Our summer programs respond to the needs of our agricultural worker community, where the summer months require parents to work long hours. They include academic and social-emotional learning aligned with the school curriculum as well as project-based enrichment. Through this rich range of fun year-round activities, students strengthen their academic skills, learn teamwork, develop social skills, make friends, become more adaptable, take on initiative and accountability, and safeguard their health and well-being.

## **3—Skill Building**

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

Students and staff in our after-school programs actively practice the 4 Cs (communication, collaboration, creativity, and critical thinking) while working on homework, projects, and activities. In daily homework support sessions, students work collaboratively in small learning groups to reinforce their common understanding of concepts, and teachers serve as facilitators. In addition to the 4 Cs, we develop students' life and career skills by emphasizing critical thinking and social and emotional competencies through a variety of activities, drama classes, debate clubs, and student-led community service activities such as Safe Our Shores. The use of Second Step curriculum helps emphasize the importance of and promote critical social-emotional skills.

State assessment measures show a high need for mathematic support across all grade levels. Focusing on a list of the top math priority standards, district staff are providing professional development to after-school staff on project-based math activities, as well as practical teaching tools that can be implemented by all support staff. Professional development is also offered in the areas of English Language Arts, ELD strategies, and STEAM.

## **4—Youth Voice and Leadership**

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

Our programs are built on the core beliefs of youth empowerment and the development of important life skills for all students to become productive members of society. We emphasize the Community Network for Youth Development's five supports and opportunities young people need to move toward positive long-term outcomes: safety, supportive relationships, meaningful youth involvement, skill building, and community involvement.

At the beginning of the school year, teachers and students use the PBIS model to ensure behavior expectations are being followed. After sign-in and a snack, each program day begins with a brief class meeting for students to provide input about programming, interests, or concerns. This is a safe place for students to voice their opinions and take ownership of the program.

Our program staff encourages student participants via surveys, focus group discussions, and a suggestion box at every site. At the primary level, students share their feedback via class meetings and student council. At the secondary level, students lead advisory councils and conflict resolution teams. Secondary students also represent their sites at the community level in groups such as Save Our Shores, an environmental advocacy organization. All student feedback is reviewed regularly and incorporated into the development of the program to reflect student interest.

During after-school programs, students are given the opportunity to choose enrichment classes that inspire their personal interests. Sites have also established successful student leadership clubs where students plan and direct site-based activities.

## **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.**

Every day the students enjoy a nutritious supper and late snack that is provided by the district's Nutrition Services Department. All meals follow the NMCUSD Wellness Policy. This policy is aligned with state and federal nutrition guidelines and includes food served before and after school, as well as during summer school and intersession. All meals and celebrations served during the ELO program align with the district Wellness Policy. Our after-school staff attends the District Wellness Committee to ensure that there is a full alignment and implementation of the Wellness Policy from the regular school day to the after-school program.

All students engage in at least 45 minutes of moderate to vigorous physical activity each day in our programs, which is consistent with California After School Physical Activity Guidelines. Activities are based on student interest and include volleyball, soccer, tether ball, handball, and others. Cooking clubs allow students to plan, prepare and serve healthy meals during program hours.

## **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.**

Diversity, equality, and access have always been integral to the mission of our after-school programs. We honor and respect the uniqueness of each individual with regard to age, gender, religion, ability, socioeconomic status, race, ethnicity, culture, and sexual orientation. We see diverse backgrounds, values, and points of view as key elements to building a strong, inclusive community and preparing students for lives in a global society. We actively recruit and hire staff that meets the hiring guidelines and reflects our community's diversity. Approximately 40% of our current after-school staff graduated from NMCUSD and/or live in the immediate community.

Students, parents, teachers, and school staff members may recommend enrollment for particular students in the ELO program. Our staff works closely with the district's Special Education department as well as site intervention teams to ensure equal access and support to students with disabilities or other high needs. We also collaborate with the district's Homeless and Foster Youth Liaison to ensure students are immediately enrolled in afterschool and receive services while attending.

All programs create a welcoming environment by representing the diversity of participants through activities, materials, office displays, family celebrations of student projects and performances, and newsletters that highlight students' heritages and cultures. All written communication to parents

including student progress reports, flyers, program materials, and policies are provided in languages accessible to students and families.

Youth have opportunities to explore, share, and celebrate their heritage with others through a variety of multicultural experiences: family art nights, dance and theater performances such as baile Folklorico, holiday performances, talent shows, plays, music nights, cooking classes, and hands-on science nights.

## **7—Quality Staff**

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

As previously mentioned, we actively recruit and hire staff that meets the hiring guidelines and reflects our community's diversity. Some of our current after-school staff graduated from NMCUSD and/or live in the immediate community. We engage in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, safe environment, diversity, and capacity for engaging children in age-appropriate and meaningful learning. We post open staff positions on EdJoin, a national public education job search website, and career centers at our local community colleges to ensure broad reach. All after-school staff are required to meet the minimum requirements for an Instructional Aide according to district policies. These requirements include graduation from high school and some experience working with children. In addition, we require either successful completion of two years of post-secondary training, an Associate's Degree, or passing a formal academic assessment establishing competence in assisting instruction in reading, writing, and math.

NMCUSD is committed to a fair, competitive hiring process, and we offer competitive pay and benefits as well as extensive professional development and coaching. All staff are required to complete an online EdJoin application, meet all minimum requirements for their position, be fingerprinted, and provide results of a recent tuberculosis test.

We offer continuous professional development to all staff so they can be successful in their jobs and provide the best possible learning and enrichment experiences for our high-need students. As members of the CDE's Region V Technical Support Team, our staff participate in Region V Leadership meetings, STEAM Community of Practice, Developing After School Leadership Institute, and the annual Rev Up conference. In addition, our district Professional Development Director has led staff training that focus on district priorities and are customized to meet individual site needs.

Professional development activities are provided to staff on a quarterly basis. Program needs and staff surveys are considered when designing staff development. Issues of student safety and required procedures for attendance, serving snacks, etc. are part of every agenda. All staff are encouraged to communicate about needs and concerns. If a need applies commonly to the larger group, it will be scheduled as part of the upcoming professional development agenda.

To ensure program consistency across all sites, Coordinators participate in at least two monthly meetings for ongoing professional development and sharing of best practices. One of the meetings focuses on their role as managers, where we spend time on department goals, program alignment, the development of CQI site plans in relation to the Quality Standards for Expanded Learning, and consistent implementation of grant policies and regulations. Other monthly meetings consist of hands-on, topic-specific sessions, such as aligning programming with the regular school day, PBIS, staffing and budgeting, and our continuous quality improvement (CQI) process. These meetings ensure staff knowledge and work are aligned with the district's overall mission and goals.

## **8—Clear Vision, Mission, and Purpose**

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

Staff regularly seek input on programming and program improvement from a variety of data points, such as the CA Healthy Kid Survey, CHKS Parent Survey, LCAP meetings, CA School Staff Survey, and Smarter Balance Performance Summary Report. We also regularly met with the Principal and staff from each school. An example of recent goals that have been developed as a result of these collaborations includes the closer alignment of after-school and Migrant programs. District data also shows the need for a focus on foundational math skills across all grade levels. This has led to an increased alignment of instructional strategies during our after-school programs.

Coordinators also regularly seek input from key stakeholders on the various school committees in which they participate, including the Leadership Team, Data Teams, Safety Committee, and Intervention Teams. These meetings allow for input from all stakeholders in the creation of our program mission, vision, goals, and expected outcomes. We’ve given more detailed information on our structure for working with community partners in section 11 of this plan.

Our afterschool programs go by the acronym N.E.S.T., which stands for Nurture, Educate, Socialize, and Thrive. Our staff is committed to ensuring these program pillars are embedded within the daily program offerings. Within these pillars, the overall goals of our programs include: 1) Increase students’ Language Arts and Math skills; 2) provide students with enrichment offerings that are active, collaborative, and meaningful; 3) Provide a positive environment that allows students to thrive during out of school time.

## **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 North Monterey County Community Alliance (NMC Community Alliance) conducts regular, ongoing community needs assessments while providing an increasing menu of support services. This partnership consists of a wide variety of community and agency representatives, including representatives from the Monterey County Health Department, Parks and Recreation, Hartnell College, Elkhorn Slough, First Tee, and many others. The NMC Community Alliance is a critical partner of the after-school programs. The Community Alliance meets quarterly, and district after-school staff attend to provide input and increase the participation of collaborative partners in after school.

The Blue Zone Project is a community-wide well-being improvement initiative to help make healthy choices easier for everyone in our community. The project is a community movement to make healthier choices easier and tools to help us improve the well-being of all community members. This partnership supports the efforts of well-being not only in the after-school program but within the whole community.

A few of our current community partners include Arts Council of Monterey County, Cypher Arts, Fuerza Soccer, Paperwing Theater, and YOSAL. Each of these organizations provide opportunities for our students to be exposed to a wide variety of enrichment classes.

## **10—Continuous Quality Improvement**

**Describe the program's Continuous Quality Improvement plan.**

To ensure our program is effectively meeting the needs of our students and families, all programs engage in the Continuous Quality Improvement (CQI) process. Our CQI process, aligned with the CDE's Quality Standards for Expanded Learning in California, utilizes the California Afterschool Program Quality Self-Assessment Tool (CAN-QSA). assessments identify areas of strength and weakness aligned with California After School Network's 11 Quality Standards for Expanded Learning Programs.

Our After School Coordinators meet regularly to review program progress and work collaboratively on action items that are common across all sites, such as line staff recruitment and professional development. Additionally, we use regular day student assessment data to guide our continuous quality improvement cycle. Site Coordinators are members of the MTSS team at their sites so that they may facilitate the learning and support between regular day and after school.

In addition, each Coordinator meets individually with the Program Director to analyze program data, review progress on and challenges to CQI focus areas, and develop and enhance professional skills related to the Quality Standards. Our Region V Leads provide technical assistance during site visits, in which they conduct observations and provide us feedback regarding the effectiveness of our operations and programming.

## **11—Program Management**

**Describe the plan for program management.**

ELO program staffing includes full-time Coordinators and Classified Educators, as well as some Certificated staff. Our after-school programs are staffed by district employees and offered at every school site. By having our programs integrated within the district, all fiscal and reporting requirements are completed by district staff. The Site Coordinators monitor other grant requirements, such as attendance, safety, and student sign-in/out. Our Extended Learning Director and Extended Learning Supervisor have a combined 30+ years of experience managing after-school programs. They are responsible for operations, planning, budgets, personnel, and program evaluation.

The Site Coordinator is the critical leadership position at each school, providing administrative oversight of the program and aligning intervention services with the school day. Based on interventions identified by the MTSS Team, the Site Coordinator: 1) Ensures all students receive needed interventions; and 2) Uses benchmark and state test data to evaluate program effectiveness and make changes as needed.

The Coordinator also recruits and hires staff for academic intervention programs, homework assistance, and enrichment classes. Each site has between 3-10 staff members providing academic assistance and enrichment classes.

To ensure effective communication and operations, the Extended Learning Director meets with Coordinators regularly and conducts site visits to observe staff and ensure grant requirements are being met. Coordinators are responsible for supervising all after-school staff. They also hold weekly staff meetings for ongoing data analysis, program review, and professional development. In addition to regularly scheduled meetings, site staff communicate daily via phone, text, email, and two-way radio regarding student and program issues.

We utilize a detailed Staff Handbook to ensure all program policies and mandates are being followed, such as attendance tracking, sign-in/out procedures, early release procedures, etc.

All after-school staff are experienced in working with youth and are knowledgeable in areas of Language Arts, Math, physical fitness, sports, health, healthy cooking, and healthy alternatives. Staff training and development are provided to staff on a regular basis to support program goals.

## **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.**

NMCUSD will use the ASES grant compliance requirements and the Quality Standards for Expanded Learning as an overall guide for both the ASES and ELO-P programs to create one comprehensive and universal Expanded Learning Program. One standard set of requirements and quality standards will ensure that all programs have a consistent framework. ELO-P funds will be used to enhance and expand our current ASES programs, allowing for additional student participation at all grade levels. In addition, combining program funds will allow us to expand our intersession and summer services.

## **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?**

Our Transitional Kindergarten and Kindergarten classes are staffed by Classified Educators and Certificated staff, with a ratio of 10:1. We work closely with the district's Early Learning Department to receive guidance and training on child development and developmentally appropriate practices. Designated staff work with Transitional Kindergarten and Kindergarten students during our before and after school programs, as well as during intersessions and summer. This gives students consistency and stability throughout the school year.

## 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.

<b>23-24 Elementary NEST Schedule M/T/Th/F</b>	
6:00-7:45 AM	Morning NEST-all grades
7:45-2:32	SCHOOL IN SESSION
2:32 PM	Welcome/Attendance/Student Check-in
2:50-3:15	Supper
3:15-4:15	Academics
4:15-5:00	Enrichment
5:00-5:15	Snack
5:15-6:00	Sign-Out/P.M. Activities

<b>23-24 Elementary NEST Schedule Wed</b>	
6:00-7:45 AM	Morning NEST-all grades
7:45-12:45	SCHOOL IN SESSION
12:45 PM	Welcome/Attendance/Student Check-in
12:55-1:25	Outside Activities
1:25-2:10	Clubs/Enrichment
2:10-2:55	Clubs/Enrichment
2:55-3:15	Supper
3:15-4:15	Academics
4:15-5:00	Enrichment
5:00-5:15	Snack
5:15-6:00	Sign-Out/P.M. Activities

### Winter Academy Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:00 - 8:00	Before School NEST	Before School NEST	Before School NEST	Before School NEST	Before School NEST
8:00-8:30	Breakfast/Recess	Breakfast/Recess	Breakfast/Recess	Breakfast/Recess	Breakfast/Recess
8:30-9:30	Morning Class Meeting/SEL activities	Morning Class Meeting/SEL activities	Morning Class Meeting/SEL activities	Morning Class Meeting/SEL activities	Morning Class Meeting/SEL activities
9:30-10:15	Academy Rotation 1	Academy Rotation 1	Academy Rotation 1	Academy Rotation 1	Academy Rotation 1
10:15-10:45	Movement/Transition	Movement/Transition	Movement/Transition	Movement/Transition	Movement/Transition
10:45-11:30	Academy Rotation 2	Academy Rotation 2	Academy Rotation 2	Academy Rotation 2	Academy Rotation 2
11:30-12:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:00-12:45	Academy Rotation 3	Academy Rotation 3	Academy Rotation 3	Academy Rotation 3	Academy Rotation 3
12:45-1:30	Academy Rotation 4	Academy Rotation 4	Academy Rotation 4	Academy Rotation 4	Academy Rotation 4
1:30-2:00	Recess	Recess	Recess	Recess	Recess
2:00-3:30	Enrichment Clubs	Enrichment Clubs	Enrichment Clubs	Enrichment Clubs	Enrichment Clubs
3:30	Supper/Dismissal	Supper/Dismissal	Supper/Dismissal	Supper/Dismissal	Supper/Dismissal
3:30-6:00	After School NEST	After School NEST	After School NEST	After School NEST	After School NEST

**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.

**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.