

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	Fuente Nueva Charter School
Contact Name:	Beth Wylie
Contact Email:	bwylie@fuentenueva.org
Contact Phone:	707-822-3348

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. Fuente Nueva Charter School

Purpose

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

Definitions

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

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

Instructions

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

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

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

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

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

Fuente Nueva's ELO-P program is structured to provide a safe and supportive environment for our students that meets their developmental, physical, and social-emotional needs and will be provided on the Fuente Nueva campus. Our program will incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have an adequate environment that will include but not limited to light, room for storing belongings, and be equipped with materials to enhance learning opportunities. All recreational equipment will be plentiful and in good working order. The program staff will be trained in safety protocols and trauma-informed learning practices. All student to staff ratios will be adhered to by ELO-P guidelines at all times.

Since the ELO-P is housed on the campus of Fuente Nueva Charter School (FNCS), we consider the after school program an extension of our school day and structure it as such. The Expanded Learning Program will not replicate the instructional day, however it is important to work together with shared goals, a shared culture, and shared expectations for our students. This helps students to feel safe as they know what to anticipate and what is expected. Staff recognize the benefits of meeting students' needs in a similar manner as during the school day and will utilize the tools of PBIS and Restorative Practices. These both encourage students to build their abilities and skills around calm and productive conflict resolution while receiving scaffolded support from staff. We will effectively teach appropriate behavior to students by identifying expectations and modeling and practicing these with our students and staff. Staff will remain actively engaged with each student every day to ensure they are receiving the support they need to be successful.

Open Communication and physical, social, and emotional safety will be modeled by staff. Adherence and use of behavior contracts for students found out of compliance with these practices to support their growth and learning, but also to warrant removal to ensure the safety of others. Staff will complete mandated reporter, sexual harassment, and homeless/foster youth training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. The program will clearly document and communicate all incidents that impact safety through written reports and email, in some instances phone calls will also be used to communicate. Our program will maintain an easily accessible and up-to-date record of all students participating in the program with current emergency contacts for program activities and field trips. It will align to the school safety procedures already in place, including emergency and safety drills. Program staff will work with school staff to conduct required safety drills each year. During the program, all staff will be expected to always maintain line of sight of all students. Students will be monitored by program staff when they need to leave program location for reasons such as, but not limited to, restroom, breaks, or parent pick-up. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures.

Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate. To enhance student learning we may offer enrichment field trips for students, in which case transportation to and from offsite locations will be provided as part of the program; whether it be during the school year or during our summer program.

2—Active and Engaged Learning

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

The activity schedule of the Extended Day Program includes opportunities for student input and decision making. The program offers various enrichment programs and clubs. Our aim is to provide activities and options for all of our students, therefore the offerings may change based on student interest as well as availability of instructors.

We will continue to incorporate literacy, language, reading, math, and science into fun activities to help support their learning in the classrooms. Different projects will be geared to accommodate varying age groups and interest levels. We will utilize emergent curriculum strategies to incorporate evolving interests throughout the year. The proposed activities will promote positive youth development through a focus on holistic skill-building, social/emotional learning, and group work to foster positive social development and leadership opportunities.

We seek to create opportunities for students to receive support with their core content area studies. We will be leveraging the highest priority content and re-engaging students in meaningful, non-routine ways to support mastery and preparedness for academic content. We will engage with input from school staff and administrators to ensure alignment with the regular school year to best enhance students' academic achievement and positive youth development while participating in the program.

To promote student engagement and retention, we will incorporate student input in the planning of educational literacy and enrichment activities with intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making and self-management. By promoting youth voice in program design and active learning activities.

The enrichment and recreational activities that are offered vary based on student needs. We strive to create a program that reflects and aligns with the needs and wishes of our school community. Possible Academic Enrichment activities based on student need include:

- Homework Assistance
- Mathematics Enrichment
- Science Enrichment
- Visual and Performing Arts: (i.e.: drawing, theater, music)
- Book Club
- Cooking
- Sports
- Gardening
- Physical Games/Activities
- Arts and Crafts skill developing

3—Skill Building

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

Students will be encouraged to try new things, take risks, create, innovate, and explore. The ELO-P will also focus on the social emotional growth of students. It will use a positive discipline approach aligned with the district's research-based Multi Tiered System of Support (MTSS), Positive Behavior Intervention and Support (PBIS), and Restorative Practices. This includes opportunities for students to practice friendship, communication, and mediation skills as a part of their everyday learning. MTSS 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.

Skill building happens whether it's in one of our enrichment programs/clubs. Participating in an activity they've never done before or even facilitating an activity themselves. Leadership in itself is something that our program will encourage from our students. The program will offer a variety of enrichment options including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Homework support and assistance will be provided for students based on their needs and will support achievement in English Language Arts and Mathematics.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Enrichment supports retention by engaging students in fun, interesting activities while promoting thought-provoking discussion, and building cooperative skills that will amount to learning in disguise. The program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy, learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career.

4—Youth Voice and Leadership

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

The Extended Day program actively involves students in designing academic, enrichment, and physical education activities offered in the program. An environment is provided where we encourage our students to be proud and comfortable of their voice by ensuring they know we are in a safe and judgment free environment. The expanded learning program welcomes school-related extracurricular activities in the after school hours and sets aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

Staff actively listen to student input and encourage open dialogue regarding our ELO-P program offerings. FNCS works with program staff and students to establish and review program elements on a continuous basis. Expanded learning staff work with educational partners to develop youth-led projects. These may include service learning projects such as: gardening, campus beautification, and other special events. Expanded learning staff survey all youth enrolled in services to gain insight on elements that offer benefit to students as well as those that do not support student academic growth and/or spark the interest and participation of youth enrolled in the program. Input from students and staff are received on an ongoing basis and programs are changed accordingly to meet the diverse needs of enrolled 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.

Our ELO-P health and wellness programs will align directly with the FNCS Wellness Policy which is based on national best practices for health and wellness. FNCS seeks to integrate additional physical activity before, during, and after the school day. Wellness programming emphasizes social emotional and physical health, both of which are supported through healthy practices and program activities. Fuente Nueva staff will lead by example, provide options to

students, and model excellence. We utilize an incentive program to encourage students to be: safe, respectful, and responsible, and encourage our “4 Golden Rules”, or Guidelines for Success. They are: I care for myself, I care for others, and I care for my school.

Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. Activities include a focus on interactive games and sports. Physical activity programming utilizes curriculum designed to help students

- Enjoy and seek out physical activity;
- Develop the ability to get along with others in movement environments
- Learn to work as a team and collaborate together to reach shared goals.

During our summer camp weeks, or any intercessional periods where we are operating outside of regular school days, ELO-P funding will be used to supplement the costs associated with providing snacks to students, since there is currently no school meals program in operation during those times. Snacks will be made available to all students, and will meet the same nutritional standards as those currently provided under the school lunch program. During the school year, students will be served a healthy snack that is offered for free through the National School Lunch program. The program will provide healthy meals each day in accordance with the program schedule that follows USDA school meal guidelines.

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.

We believe that everyone has the right to a safe, nurturing, and challenging learning environment. Additionally we strongly value the impact that Character Education can have on a child’s whole school experience. At Fuente Nueva, we all agree to have respect for each other and our school space by following our Guidelines for Success. They are: I care for myself, I care for others, and I care for my school.

The FNCS staff maintain a very strong commitment to diversity and culturally sustaining programming that celebrates student cultures as well as incorporating inclusive learning environments. We aim to hire staff of different ethnicities, backgrounds and or genders to accurately represent and reflect the diversity on campus and in our community. Leaning on the communities cultural wealth, families are invited to share their culture and knowledge with the students in a manner that promotes a deeper understanding and connection between community members.

Students with disabilities are supported in the ELO-P program by working closely with school staff to ensure the accommodations related to their Individual Education Plans or 504 plans are carried out by program staff in order to provide meaningful access to the program. The specific goal of our services is to provide a program that sparks dynamic interests of students, and helps them succeed in school and in the community.

The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Staff orientation and ongoing professional development services will include diversity, equity, and sensitivity training. The ELO-P program will partner with our local state park system and with the Wiyot and Yurok tribes to provide students with opportunities to learn about our local Native culture and history, as well as to learn about Traditional Ecological Knowledge (TEK) from local tribal members.

7—Quality Staff

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

Fuente Nueva ensures that all staff members who directly meet minimum requirements of their position by confirming all qualification requirements prior to onboarding. To further confirm, the Director/principal is involved in the interviewing process for ELO-P program staff. Fuente Nueva will work with our partners to ensure that the selection of staff is based on defined qualifications, including experience working with children. We will strive to empower teachers and cultivate leadership skills by offering training and allowing room for advancement.

Assigning qualified staff to roles associated with creating and evaluating quality standards for the ELO-P will broaden their role as a FNCS Leader; they will feel a sense of self-worth and are shown to be valued by the school community by being honored and rewarded for the work they are doing. Staff are responsible for maintaining adherence to the quality standards set forth by the ELO-P guidance and must be able to produce results-based evidence of meeting specific quality standards. A portion of the ELO-P funding would be dedicated to quality staff retention through stipends offering workshops, training and professional development for growth. The program will aim to recruit tutors with at least two years of college experience. Staff will receive training in Restorative Practices, conflict management, and mediation skills. The Director of the Expanded Learning Program will oversee the management of our program.

8—Clear Vision, Mission, and Purpose

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

As an extension of the school day, the ELO-P program embraces the mission of FNCS.

The mission of Fuente Nueva Charter School is to empower kindergarten through fifth grade students to become engaged world citizens through a challenging and creative Spanish immersion program that emphasizes academic excellence, the arts, community involvement, and social responsibility. We Value:

- a supportive and stimulating academic environment that nurtures the whole child,
- multilingual communication abilities and appreciation,
- empathy, compassion, and respect for cultural and ecological diversity,
- a lifelong love of learning,
- collaboration and teamwork among community members.

The Expanded Learning Program is designed to support the above while adding the following purposes:

- Academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond
- Enriching arts programs that offer students exposure and access to visual and performing arts
- Athletic programs focused on developing physical and social skills needed to participate and excel in a variety of sports
- STEM programs that will help our students become creators and innovators who can build foundational 21st century skills.

The purpose of the program offers a safe Expanded Learning environment where student leadership and student voice are valued and appreciated. This environment fosters a community of growth and learning in all of our focus areas and supports students' positive development as students, scholars, and social justice leaders.

Fuente Nueva offers enrollment options for students and uses ELO-P funding to provide free care to eligible

unduplicated count students which includes lower income families that may otherwise be ineligible for subsidy assistance. Full pay families are offered discounted rates that are supplemented by the ELO-P funding. At least 30 Intercession Days will be provided as per ELO-P requirements outside of the regular 175 day school year.

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 FNCS ELO-P team works collaboratively with the school administrator, personnel and families to gather feedback, design programming, and implement high-quality after school programming. The ELO-P team works with community partners to provide additional enrichment activities and wraparound supportive services in order to help increase educational equity and expand educational opportunities for students.

The program will continually expand our community outreach to encompass a wider range of talents and interests than our current school community may have. This may include partnerships with: Safe Routes to Schools for bike safety and exploration, CALPoly Humboldt student organizations and programs such as the YES house and CollegeCorps, local arts organizations such as the Ink People and local industries that offer access to a variety of activities such as, herbalism, climbing and hiking. There is unlimited room for growth at FNCS and the Extended Day program. We will actively seek input from students through surveys of where their interests are.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Fuente Nueva will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students. Tracked measures of student success could include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, FNCS will collect attendance data on a weekly basis by the Site Supervisor. Surveys will be administered annually as part of the LCAP process. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community.

In designing the program for success, we analyze academic achievement on a school wide basis by looking at local data as well as CAASPP proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. All of the programming offered through Expanded Learning services acts as an extension of the school day. Activities are in line with the priorities of the school and reflect the academic and cultural needs of the student base. Teachers and administrators are incorporated into the site activity planning process to ensure that our students continue to learn and grow during their time in Expanded Learning. This quality improvement process creates a framework of clear expectations and a shared vision of quality among multiple educational partners.

Results of annual assessments will be used to make improvements to the program design to meet the needs of the students and families at FNCS, allowing for the ELO-P program to be refined, improved and strengthened continuously to meet the evolving needs of the program base.

11—Program Management

Describe the plan for program management.

Program operations are overseen by the Director of Expanded Learning in conjunction with the Charter Director. Roles and responsibilities are outlined below. Director of Expanded Learning is responsible for:

- Program oversight
- Site Based Staff supervision
- Collaborating with other schools and districts
- Program evaluation and quality improvement data analysis
- Curriculum and program selections
- Tracking and reviewing attendance data

Site Based Staff will be responsible for

- Implementation of academic support and enrichment programs
- Supervising students during structured and unstructured activities
- Maintaining an organized, safe environment for students

Monthly meetings between the Director of Expanded Learning and the Charter Director will ensure that the school is informed of

expanded learning activities and permit continuation of projects and learning from the regular school day to the expanded learning program. During these meetings any areas of additional support from the school are identified. The goal is to maintain the sustainability of an ELO-P that meets the needs of our students. We will evaluate and revise our goals annually and provide professional development to retain high quality staff. The program will also receive continuous support from our fiscal team to help with program management.

Fuente Nueva Charter School is committed to meeting all reporting expectations for this grant. The audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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.

Fuente Nueva Charter does not receive ASES or 21st CCLC funds for expanded learning.

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 program will maintain the ratios required for TK of 1:10 by offering them a separate program with lower adult to student ratios. When possible, we will integrate the TK/K students into the greater program to facilitate cross aged relationships and support. The TK/K students will be offered a full 9 hour a day program that is in compliance with the ELO-P Plan.

Curriculum and activity planning will be scaffolded to accommodate different age groups abilities and interests. Younger student engagement will be geared towards literacy, language and verbal development along with fine and gross motor skill opportunities for growth. We plan to meet young students where they are, encourage play and support and promote their learning through peer and adult modeling. One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK students. This includes recruitment of individuals pursuing early elementary education or child development. Our hiring process includes questions pertaining to experience with children 5 and under, including but not limited to previous pre-school employment.

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.

TK-K student schedule

7:45-8:30am Morning Expanded Learning Care

8:30-2:15 instructional day

2:15-3:00 Arrival check-in circle, free choice play

3:00-3:45 Guided learning activity: STEM, ELA/Math, games, art, etc.

3:45-4:00 Snack time

4:00-5:30 Integrate into 1st-5th grade program

1st-3rd Grade student schedule

7:45-8:30am Morning Expanded Learning Care

8:30-2:45 instructional day

2:45-3:00 Arrival check-in circle, free choice play

3:00-3:45 Guided learning activity: STEM, ELA/Math, games, art, etc.

2:45-3:00 Snack time

4:00-4:45 Homework (with support) / Independent or teacher-led reading

4:45-5:30 Free choice play

Intersession day schedule

8:00-9:00 Arrival and free choice time

9:00-9:30 Morning meeting

9:30-10:00 Learning activity - rotation 1

10:00-10:30 Snack and recess

10:30-12:30 Learning activity - rotation 2 and 3

12:30-1:00 Lunch

1:00 Half day pick up

1:00-2:00 Rest and digest time: reading, quiet games, art

2:00-3:00 All student game/activity

3:00-3:15 Snack

3:15-4:15 Outdoor exploration, garden, forest, fields

4:15-4:45 All group game/activity

4:45-5:30 Free choice play

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

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.