RIALTO UNIFIED SCHOOL DISTRICT EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Approved December 14, 2023

RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

Rialto Unified School District
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This Program Plan Template Guide is required by California *Education Code* (*EC*) Section 46120(b) (2)

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

Local Educational Agency (LEA) Name: Rialto Unified School District

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Bemis Elementary School
2. Boyd Elementary School
3. Casey Elementary School
4. Curtis Elementary School
5. Dollahan Elementary School
6. Dunn Elementary School
7. Fitzgerald Elementary School
8. Garcia Elementary School
9. Henry Elementary School
10. Hughbanks Elementary School
11. Kelley Elementary School
12. Kordyak Elementary School
13. Morgan Elementary School
14. Morris Elementary School
15. Myers Elementary School
16. Preston Elementary School

17. Simpson Elementary School
18. Trapp Elementary School
19. Werner Elementary School
20. Frisbie Middle School
21. Jehue Middle School
22. Kolb Middle School
23. Kucera Middle School
24. Rialto 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.

This Expanded Learning Opportunities Plan (ELO-P) shall serve as an overarching plan to increase access to supplemental education, literacy, and enrichment services through programs that are offered beyond the regular school day, and on non-instructional days, for RUSD (Rialto Unified School District) TK-6 grade students. Such programs will extend and enrich currently offered programs and/or create new programs within RUSD. ELO-P will allow schools to offer specific programs that are based on school needs. They will be data driven, focused on academics, social emotional learning, Visual and Performing Arts, and the physical needs and interests of students. The plan allows for the expansion of our After School Education and Safety Program (ASES) by eliminating any wait list. There will be Extended Learning Opportunities totaling 9 hours of learning and care for Universal Transitional Kindergarten (UTK). Thirty additional 9-hour non-instructional days of programming will be scheduled to support learning and enrichment for students. All TK-6 students are able to participate while focusing on RUSD's unduplicated students.

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 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 Rialto Unified School District (RUSD) and Community Based Organizations (CBO) partners will implement high-quality, student-centered after school enrichment programs that comply with all state and/or federal grant funding requirements. All programs are currently scheduled to be initiated on RUSD's grounds. Special events and/or field trips may be initiated outside of District grounds. All Non-District providers will be required to undergo live-scanning through the Department of Justice, prior to working with students.

RUSD and CBOs will monitor student attendance daily. Students will be signed in at the start of their program and signed out at the end of their program. TK students will need to be signed out to a parent/guardian or approved emergency contact in order to be dismissed from the program each day. Grade 6 students will ONLY be able to walk home from the program if written consent is on file and signed by the parent/guardian.

All staff will be expected to maintain line of sight with all students at all times. Students will be monitored by program staff when they need to leave the program location for reasons such as, but not limited to, early dismissal, restroom breaks, or going to the nurse's office. Staff will have access to landline phones, cell phones, and/or radios to ensure prompt communication as part of emergency and safety procedures.

All program staff will be clearly recognizable and wear the designated uniform, and/or attire with their program logo, and/or their District/company identification badge at all times. All school sites will be fully secured during program hours with established entry/exit access points. Visitors must sign in at the front office and follow the District's campus entry procedure.

All programs will use a positive discipline model aligned with Positive Behavior Intervention and Supports (PBIS) protocols. 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 extended program. This alignment will ensure high levels of student behavior that supports a safe and nurturing environment.

When addressing student injuries, staff will have established protocols for 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 leads will maintain emergency contact information for each student.

Each student's physical and emotional safety is the number one priority of RUSD. Safety procedures will include, but are not limited to those pertaining to: mandated reporting, suicidal ideation, threat assessment, effective supervision, inappropriate touching, etc. Additionally, RUSD's Safety Team will patrol and can be called upon for assistance or guidance as needed. In emergency situations, Rialto Police Department will be contacted for consultation and/or support.

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.

Education is the single most important factor in helping a young person achieve their full potential. Developed programs will supplement learning in academic content areas, by intentionally aligning with the schools' instructional themes as well as aligning with the overall school culture. This allows for continuity of learning and development into the expanded learning/after school program environment.

The planning and development of educational enrichment programs will involve a collection of data from students, parents/guardians, teachers, and administrators. Collected data will drive the selection of educational programs and enrichment activities. Data will be collected through a google survey where stakeholders will be able to select and/or recommend programs or activities. The survey will give an opportunity to all stakeholders to voice their selection of programs.

Once programs are identified, 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 offered programs and will provide an equal opportunity for students and parents to select and participate.

A tutoring program will be established and offered daily. Students will have access to Tutoring Hubs located in the North, Central, and South regions of RUSD. Tutoring services will be provided in various subject areas and provided by RUSD teachers/tutors. An online tutoring platform will be available to support students 24/7.

Additionally, each site will be able to identify tutoring needs based specifically on data-driven student needs to initiate Satellite Tutoring Centers. Tutors will work in collaboration with RUSD Tutoring Services to ensure the tutoring program successfully aligns with supplemental core standards, curriculum, and initiatives.

3 — Skill Building

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

All programs will include a section on literacy enrichment activities. Staff will lead students through daily activities where students learn and practice vocabulary, fluency, and comprehension through hands-on and interactive activities or lessons.

In addition to educational literacy reinforcement, programs will emphasize STEAM (Science, Technology, Engineering, Art, and Mathematics) activities, as appropriate, in order to improve academic achievement and overall student success. Activities will focus on an aspects of STEAM through hands-on science investigations. Students will make connections to everyday life while developing creative thinking and problem-solving life skills. Additionally, students will have the opportunity to present projects, and/or describe how they completed an activity, and/or share the skills they utilized or learned at various presentations including the "Lights On Afterschool" showcase.

To support learning of 21st Century Skills, activities will enhance the 21st Century skills of communication, collaboration, critical thinking, and creativity (the "four Cs") by engaging students in SEL (Social Emotional Learning) learning activities. Students will collaborate with each other to address, challenge, or question a given topic. Students will be able to share their findings within the selected programs, and present or discuss the skills they learned and utilized.

4 — Youth Voice and Leadership

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

Student voice is an important component of program development. The Expanded Learning Opportunity Program will implement a continuous quality improvement process to review programs, activities, and training. As part of the process, students, staff, and parents will receive a survey regarding the quality of the programs, content, activities, ideas for new programs, and communication. Stakeholders will be able to voice concerns and/or complement how the programs are operating.

Students will have the opportunity to choose which enrichment program they would like to participate in before or after school, during school breaks, and over the summer. The enrichment activities will be aligned to the feedback received by the students, parents, teachers, and administration. Programs that are developed will be coordinated with RUSD staffing based on need and availability. Additionally, the District may establish partnerships with community- based organizations who can provide services in the areas requested.

Each program's enrollment and attendance will be monitored to determine if the program will

continue to be offered. This will allow programs to expand or close in order to target student program requests. Students will have opportunities to share viewpoints, concerns, suggestions, and interests, as well as make choices when participating in program 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 programing.

Each program will align its wellness initiative with the District's health and wellness policy. Additionally, it will ensure that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and prosocial behaviors are fostered and practiced. A portion of the each program's planned schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social emotional learning.

At no cost to program participants, all students will be provided with a healthy snack, provided by RUSD's Nutrition Services and/or approved vendor. In order to establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. Elementary and intermediate students will have the opportunity to participate in a physical fitness club or sports program.

Elementary sports programs will be established at their school sites; focusing on the sport's fundamental skills while encouraging team comradery.

These physical fitness components will also include a nutrition emphasis. This could include, but is not limited to: discussions, lessons, and promotion of healthy snacks.

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.

Rialto Unified School District focuses on ensuring that all Expanded Learning Programs create environments in which students experience values that embrace diversity, and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. RUSD will create promotional materials and advertisement for students and families to ensure equitable outcomes for all students through

actions and services that promote programs and access information.

The Expanded Learning Program will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. Programs and staff will be knowledgeable of student backgrounds and sensitive to site specific students and school culture. Staff will be provided with training/information on equity and diversity to ensure an environment that promotes diversity and celebrates the students' cultural and unique backgrounds. Students will have opportunities to share their diverse backgrounds through presentations, performances, and multicultural events.

For students with disabilities, the Expanded Learning Program will provide support staff that have training in working with students with special needs. Special Education and Expanded Learning will collaborate on reasonable accommodations as they relate to students IEPs and determine a communication, health, and support plan.

English Language Learner (ELL) students and their families represent a large number of students participating. All information regarding the expanded programs and ELO-P will be available in both English and Spanish. All notices or flyers will be available in Spanish in order to help communicate with Spanish speaking families. When needed, translators will be available to assist with communication.

In addition, all programs will work with their respective sites to provide support to students with disabilities. Communication to parents will be disseminated through emails, letters, site newsletters, the District and school website, parent orientations, the REMIND app and phone calls as appropriate. All programs will create a welcoming environment by representing the diversity of all participants through program materials and activities.

7 — Quality Staff

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

Recruitment and hiring for RUSD's ELO-P program staffing will follow the District's hiring process. Open positions will be advertised and contain job requirements and minimum requirements. All applications will be submitted electronically and reviewed by the Human Resource department to determine if they meet the minimum qualifications for the position.

The District may contract with Community Based Organizations to provide specific services, including the District's After School Education and Safety (ASES) and/or After School Safety and Enrichment for Teens (ASSET) programs. All contracted staff will need to meet RUSD's employee requirements prior to employment.

Staff contracted to work directly with students must provide verification of the following requirements:

- Employee must show evidence of completion of forty-eight (48) units of higher education study, or

- Obtained an AA Degree or higher
- Completed Mandated Reporter training

In addition, all new hires and contractors must show evidence of :

- Tuberculosis (TB) clearance
- Department of Justice (DOJ) Fingerprint Clearance (Live Scan)

Professional development and training for staff will be mandatory. Throughout the year, staff at all levels will participate in staff development that will enhance their abilities to improve the instructional and supportive aspects of the programs. Community partners will provide training and support to their staff and will be invited to join District-hosted professional development when appropriate.

ELO-P programs will provide opportunities for District teachers and staff to work within the developed ELO-P Programs. Additionally, Summer ELO-P may offer opportunities for current RUSD teachers and staff to provide academic support along with specific enrichment classes.

8 — Clear Vision, Mission, and Purpose

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

The following are RUSD's Expanded Learning Program Vision, Mission, and Purpose;

- Provide educational and enrichment activities that expand on instructional lessons and curriculum, while focusing on literacy, numeracy, and future readiness.
- Provide academic interventions for students with special needs, English Learners, foster, homeless, and unaccompanied youth, and those performing below grade level.
- Provide high-quality enrichment programs that incorporate stakeholder input.
- Provide Social Emotional Learning (SEL) activities/programs that focus on developing the academic, social, emotional, and physical needs of the students.
- Engage students in healthy choices, wellness, and physical fitness activities.

All developed programs operated by District staff or CBO's will follow the District's vision and purpose for expanded learning programs. This will ensure a seamless transition for students, from the regular school day to enrichment.

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.

In a continued effort to expand our existing community partnerships, the District will release Requests for Proposals (RFP) based on program needs as appropriate. Outreach to community organizations will continue year-round through the following methods: the District's website, announcements through school sites, community based organization communications, current contractors, and the San Bernardino County Office of Education Region 10 Expanded Learning community.

RUSD partners and contracts with reputable and high-quality program providers. RUSD believes that every child has the potential to be great. Collaborative partners in this process include the identified District-level administrator/coordinator for ELO-P programs, other District-level personnel (e.g., Nutrition Services for snack planning & distribution), school site Principals (or designee), Community Based Organization leadership & program staff, as well as parents and students.

10 — Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The District will implement the Quality Self-Assessment Tool (QSAT) developed by the California Afterschool Network. This tool is formative in design and will serve to inform and engage District and program staff in long-term planning for professional development and technical support. Data from the QSAT and surveys will be used with the Continuous Quality Improvement (CQI) Plans that are analyzed throughout the year. The aim is to continually plan, implement, and assess programming.

Data Reflection
Program staff will participate in data reflection in-services to assess performance and on-going needs of students. Participants will also collaborate on strategic adjustments to be made in programming to better support students.

Stakeholder Feedback
Regular feedback opportunities from both internal (school administrators, staff, and students) and external (families) stakeholders provide recommendations on how to improve program offerings. Feedback is solicited during program meetings as well as through the administration of surveys.

RUSD will continue to obtain feedback from stakeholders to bolster services of enrichment, increase academic alignment, and acquire recommendations that support students' academic outcomes and emotional well-being; as implementation continues to scale towards full implementation

11 — Program Management

Describe the plan for program management.

Management of Expanded Learning Programs will be under the direction and supervision of the Agent of Expanded Learning Programs as part of Educational Services.

Staffing to support, monitor, and implement the ELO-P Programs may consist of the following (Staffing numbers/titles can change, increase or decrease based on need);

- Data Analyst
- Region Specific Student Specialist
- School Coordinator Leads
- School Program Leaders

The Expanded Learning Opportunities Program Team will be responsible for the overall program management and day to day operations of the program. Additionally, the team will monitor and communicate with all partnered Community Based Organizations for program needs, services, and concerns.

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.

RUSD will utilize funding streams from ASES and ELO-P to create extended learning programming for the students and families of Rialto. The District understands that there is an expectation that these programs will use the ASES grant compliance requirements and the Quality Standards for Expanded Learning as an overall program guide for both the ASES Elementary/Junior High programs as well as the ELO-P. Quality standards for continuous program improvements will ensure that there is a consistent framework of criteria and evaluation metrics for all programs, ensuring the data collected will be used as measurements of program success.

The two programs will work together to create, plan, expand, and implement programs that offer access to the greatest number of students. Standardized processes across programs will ensure that students receiving programs and enrichment activities will have the same information and access. Standardization in schedules, registrations, orientation, as well as parental/guardian expectations will contribute to a seamless system.

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?

UPK-Universal Prekindergarten is the expansion of the state of California's current mixed delivery system for early learning and care. The current expansion of Transitional Kindergarten includes utilizing all state and federal funding for early learning care and extended learning opportunities in both the public and private sectors to ensure that families of 3 and 4 year old children receive the needed early learning and care services.

Rialto Unified School District will be utilizing our California State Preschool Program funding (CSPP), Local Control and Accountability Planning funds, and our Expanded Learning Opportunities Plan funding to support the Universal Prekindergarten Plan.

Education Code section 48000(g) requires credentialed teachers who are first assigned to a TK classroom after July 1, 2015 to have one of the following by August 1, 2023:

- At least 24 units in early childhood education, or childhood development, or both
- Professional experience in a classroom setting with preschool age children comparable to the 24 units of education (comparability determined by the local employing agency)
- Child Development Teacher Permit issued by the Commission on Teacher Credentialing

Any teacher who is or was assigned to teach TK, or a combination of kindergarten and TK, **on or before July 1, 2015**, is "grandfathered in" to teach TK without having to meet the additional unit requirement for TK teachers set forth in Education Code section 48000(g). The Rialto Unified School District has adopted Scholastic's Transitional Kindergarten Wonders Curriculum in order to meet TK students' educational needs. The District will continue to provide professional development and support on the adopted TK curriculum. Classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned through vertical articulation and the use of professional learning communities. TK children will utilize the same age-appropriate playground as Kindergarten students. The students will have set times that are separate from Kindergarten classes for playground use. During meal times, TK students will utilize separate tables to eat with their peers.

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.

Rialto Unified School District Universal Transitional Kindergarten (UTK)
SAMPLE Nine (9) Hour Program Schedule

Half Day TK Instruction - First three (3) Hours (8:00-11:00)

8:00 - 8:15	Arrival (washing hands, signing in) (15)
8:15 - 8:45	English Language Arts(30)
8:45 - 9:15	Math (30)
9:15 - 9:30	Recess and snack (15)
9:30 - 10:00	Writing (30)
10:00 - 10:30	Science/Social Studies (30)
10:30 - 11:00	Circle Time (skill-based books & songs) (30)
Lunch	**11:00 - 11:30 (Students NOT participating in Extended Learning Program are dismissed, participating students remain on site)**

Extended Curriculum Enrichment - Second set of three (3) Hours (11:30-2:30)

11:30 - 11:45	Arrival/transition (washing hands, signing in) (15)
11:45 – 12:00	Check in & discussion of the day's activities (Social Emotional) (15)
12:00 - 1:00	Rest Time (bathroom, hand washing, yoga, breathing exercises and story-time) (60)
1:00 – 2:00	Outdoor Center Time (Centers & skill-based small groups) (60)
2:00 - 2:30	Closing Activities (School day review & farewell song) (30)

Expanded Learning Opportunities Enrichment - Third set of three (3) Hours (2:30-5:30)

2:30 – 2:45	Check in, snack & discussion of the day's activities (15)
2:45 - 3:25	Art, Music and Movement (indoor gross motor activities) (40)
3:25- 3:55	Structured Outdoor Gross Motor Play (30)
3:55 - 4:25	Rest time, bathroom, & hand washing (30)
4:25 - 5:00	Circle Time (skill-based mini-lesson, skill-based books & songs) (35)
5:00 - 5:30	Closing Activities (school day review & farewell song) (30)

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 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.