

Ontario-Montclair School District

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM PLAN**



2022-2025

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

Ontario-Montclair School District (OMSD) Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Ontario-Montclair 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).

Arroyo Elementary	Lehigh Elementary
Berlyn Elementary	Lincoln Elementary
Bon View Elementary	Mariposa Elementary
Buena Vista Arts-Integrated	Mission Elementary
Central Language Academy	Montera Elementary
Corona Elementary	Monte Vista Elementary
De Anza Middle School	Moreno Elementary
Del Norte Elementary	Oaks Middle School
Edison Academy	Ramona Elementary
El Camino Elementary	Serrano Middle School
Elderberry Elementary	Sultana Elementary
Euclid Elementary	Vernon Middle School
Hawthorne Elementary	Vina Danks Middle School
Richard E. Haynes Elementary	Vineyard Elementary
Howard Elementary	Vista Grande Elementary
Kingsley Elementary	Ray Wiltsey Middle School

Purpose

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. 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” 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. “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])

Clear Vision, Mission, and Purpose

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

The purpose of OMSD’s Expanded Learning Opportunity Program (ELO-P) is to provide all OMSD TK - 8th grade students access to 9 hours of instructional and enrichment programming per day for 180 days of school, as well as 30 days of intersession or summer programming (also 9 hours per day).

OMSD established an ELO-P Task Force to review the purpose of the statewide program, gather preferences of our educational partners, determine/establish priorities for the program and serve as a consultative body for program design, implementation and monitoring. As a part of the work, Task Force members reviewed OMSD’s Five Year Action Plan, which includes the District’s Mission and Expectations. OMSD’s ELO-P is aligned to the District’s [2021-2026 Five Year Action Plan](#).

The District’s Mission states, “The Ontario-Montclair School District is committed to providing a world-class education to all students in safe, respectful, culturally responsive and welcoming environments that value and empower students, staff and families to be successful in a dynamic global society by cultivating college, career, and community partnerships.”

Within the Five-Year Action Plan, the District has established clear Expectations, which state, “OMSD will provide all students with an equitable and inclusive education, close the opportunity gap, and prepare students for success in high school and beyond through the design and implementation of a Multi-Tiered System of Supports (MTSS). The District will prepare students to be compassionate and engaged citizens, lifelong learners, and critical consumers of information, by upholding a standard of shared responsibility in which all students will acquire and apply Twenty-First Century skills and knowledge necessary to be ready for college preparatory (A-G requirements) and

career technical education classes.” Clearly there is a strong alignment between the purpose of the ELO-P and the District’s Plan for equitable, inclusive educational opportunities.

The ELO-P Task Force crafted a survey which was provided to staff, students and families. Synthesizing the results of the survey, the Task Force established the following Priorities:

- OMSD’s ELOP will enhance student’s life skills through prioritizing fun and engaging activities allowing students to explore subjects that interest them.
- OMSD’s ELOP will prioritize developing a framework for addressing logistics such as ingress/egress process and logging, room usage, scheduling, etc.
- OMSD’s ELOP will prioritize student wellness through offering various high-interest activities, social emotional learning, and a nutritious meal.
- OMSD’s ELOP will prioritize a catalog of programs that offer short-term and long-term options, including the opportunity to experience multiple activities in an after school session.
- OMSD will enhance the social emotional well-being of students through addressing the whole child through supporting children to be physically active, provide homework help/tutoring, and self-expression like art/journaling.

Using the information gleaned from our educational partners, along with the input of our Task Force and school site administrators, the ELO-P Leadership Team developed this ELO-P Plan.

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.

OMSD’s Expanded Learning Opportunity Program (ELO-P) will provide a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. OMSD will offer programs at all 32 school sites providing in-person instruction and OMSD Online Academy students will be offered the opportunity to participate in-person at designated sites. OMSD ELO-P will be aligned with all school systems, including a system of support for the whole child. OMSD ELO-P staff will practice active supervision and will operate within our Multi-Tiered System of Support (MTSS) with a focus on tiered support for academic, behavior, social-emotional learning (SEL), and mental health. Mental health and community services will be provided by the OMSD Health and Wellness Services department. The Positive Behavior Interventions and Support (PBIS) system utilized throughout OMSD will be taught and reinforced in the after school setting in alignment with during the day expectations. ELO-P staff will build relationships with students and utilize restorative practices to reinforce positive behavior and resolve conflicts which may arise.

OMSD ELO-P staff will actively supervise students and keep them in a clear line of sight. Students will participate in regularly scheduled fire, earthquake and active shooter emergency drills. Staff will follow protocols for injuries and illnesses. Program staff will write and share incident reports. Staff will have access to students' demographic, health and medical information. Staff will be aware of students' locations on campus at all times and students will be signed out of the program only by staff to a designated adult with a proper form of identification, unless students have parent permission to walk home, based on the District's policy. OMSD ELO-P sites will have health aide/LVN support.

The District is currently preparing a detailed assessment of each school site to determine if additional facilities are necessary. In addition to utilizing existing classrooms and spaces at school sites, the initial assessment has determined that additional classrooms, playgrounds, shade structures, restrooms, warehouse/storage places and other facility modifications will be necessary to best accommodate the ELO-Program. Accordingly, the District plans to utilize ELO-P funds to install, rent, or lease these facility-related items at many or all of the District sites to support the ELO-Program. In addition, the District will be hiring various employees and third-party vendors to adequately support the various programmatic and administrative functions of the ELO-P programs, including the ELO-P Teachers on Assignment (TOAs) noted throughout this plan document.

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.

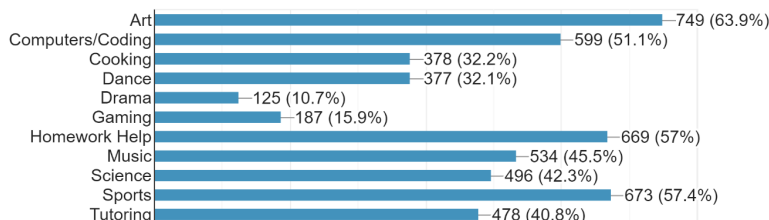
Based on feedback from OMSD's educational partners we were able to identify areas of high interest for students, staff and family members. There were over 4700 responses to the Community Interest Survey in both English and Spanish with 2500 student responses, 1600 family or community responses and 630 staff responses. The results of the survey showed:

Parent Feedback

What types of activities would you like to see your students participate in before or after school?

Please select your top 5.

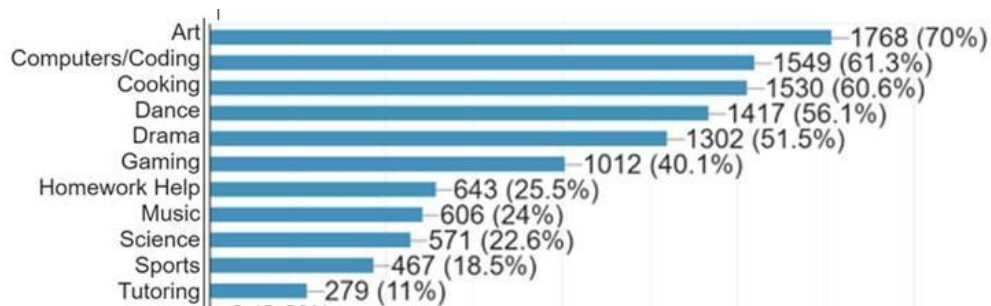
1,173 responses



Student Feedback

What types of activities would you like to participate in before or after school? Pick 5.

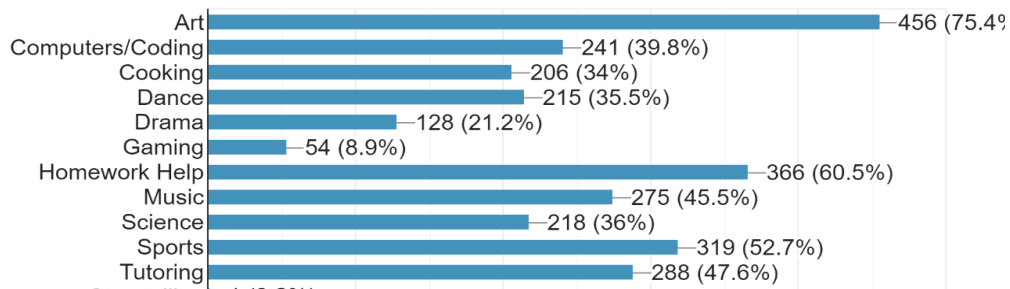
2,532 responses



Staff Feedback

What types of activities would you like to see our students participate in before or after school? Pick 5.

635 responses



Monitoring the effectiveness, impact, and enjoyment will be conducted regularly via student surveys. School site ELO-P Teachers on Assignment (TOAs) will be responsible for monitoring student enrollment and attendance in ELO-P offerings to ensure students' interests are being met and that they are engaged in the program.

ELO-P opportunities will align with and extend school site academic, behavior, SEL and mental health priorities for the school and district, but will not replace or duplicate between-the-bell opportunities.

These programs will employ best instructional and engagement practices, supported through site and district professional development. Support active and engaged learning through student choice and high interest offerings as outlined in the Quality Standards for Expanded Learning document.

Skill Building

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

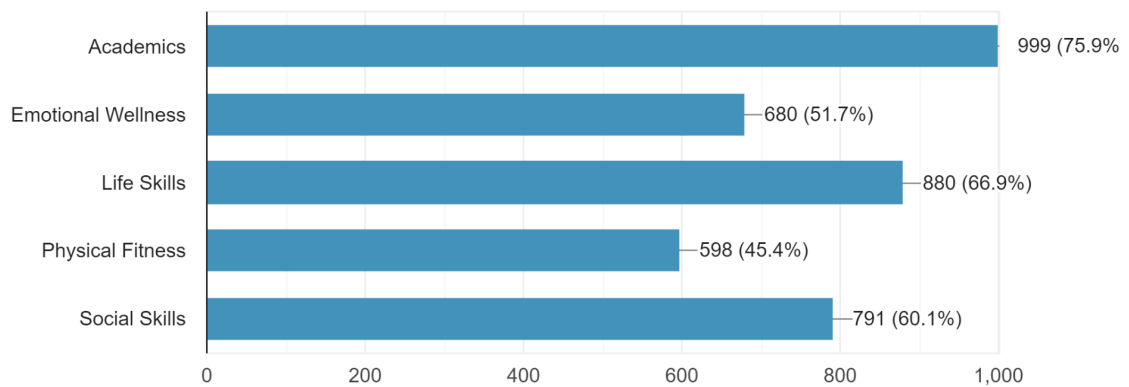
OMSD’s ELO-P will set high expectations for student achievement. Students will work in small groups to achieve mastery of prioritized 21st century skills. Skills will be demonstrated in final products or presentations. Students will have multiple opportunities to collaborate and communicate with their peers as they work to achieve a common goal. OMSD ELO-P staff will work with classroom teachers to determine what targeted academic support students need.

Priorities for skill building were also identified in the Community Interest Survey, which include:

Parent Survey

What skills would you most like your child to develop in the before or after school program?

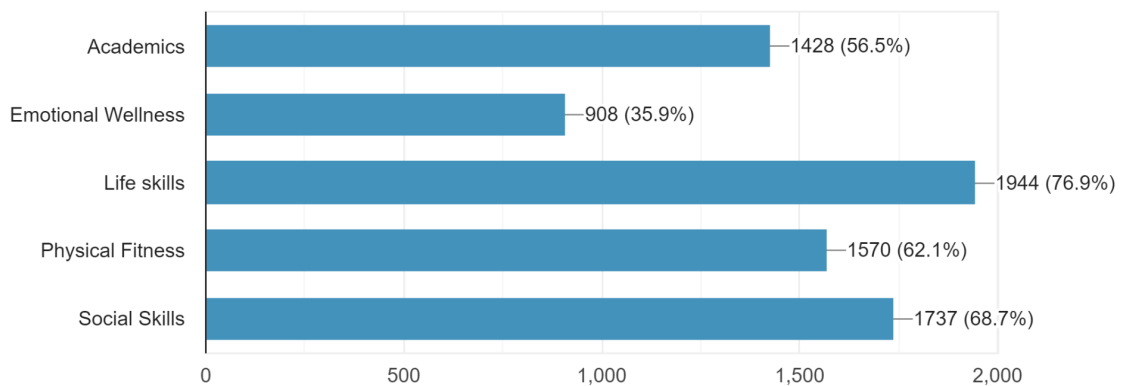
1,316 responses



Student Survey

What skills would you most like to develop in the before or after school program? Pick 3

2,529 responses

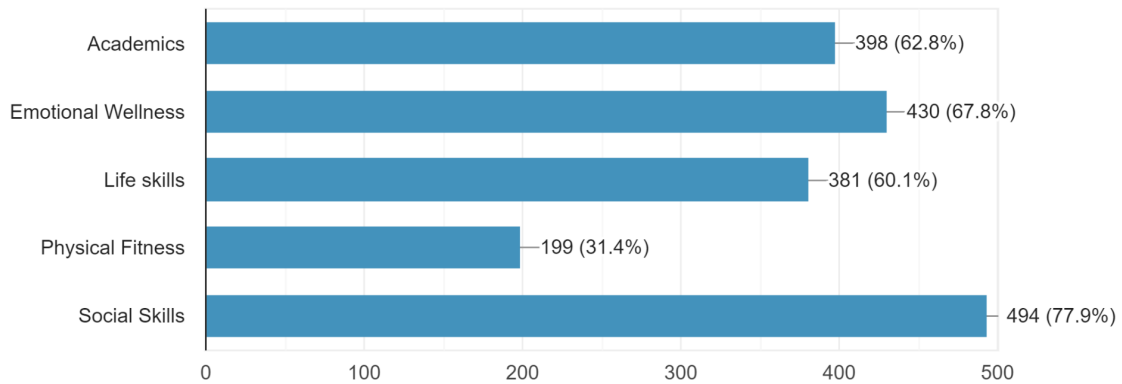


Teacher/Staff Survey

What skills would you most like to see our students develop in the before or after school program?

Pick 3

634 responses



Youth Voice and Leadership

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

Student voice and leadership will be an important aspect of OMSD's Expanded Learning Opportunities after school program. Meaningful opportunities for students to help shape the ELO-Program will be embedded in the planning and implementation of the program.

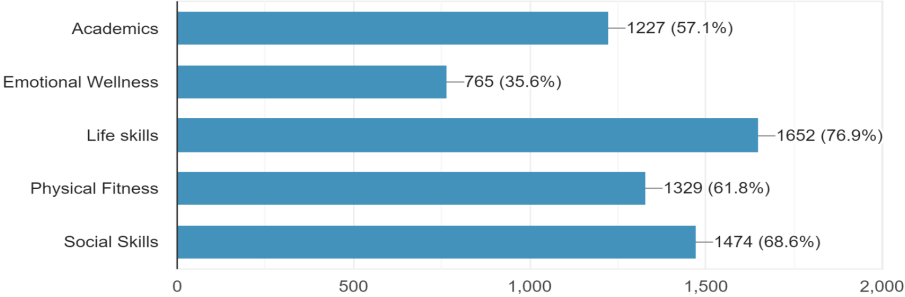
- Opportunities for choice from a menu of options, including every day, some days, all hours, some hours, for particular activities/sports, etc.
- Regular assessment of student interest and parent perspective on student need will be conducted using baseline data gathered from the Expanded Learning Opportunity (ELO-P) Community Interest Survey, daily attendance and enrollment. In collaboration with students, staff and community members the District will develop a protocol for student-led club/activities under the supervision of District or partner staff.
- ELO-P TOA's will work collaboratively with site based student leadership teams to capture student voice and align offerings to specific site needs or distinctive areas. Campus mentors will play an important role in supporting students in these leadership roles to take an active role in the design of site based ELO-P.
 - Sites may offer leadership clubs, similar to the site Leadership Team where mentors, ELO-P TOAs and students come together to discuss issues facing students and how they can be addressed through the after school program.

In March of 2022, 2500 students participated in the initial district-wide Community

Interest Survey. These results helped us to focus our initial offering based on the skills and activities that students are interested in developing.

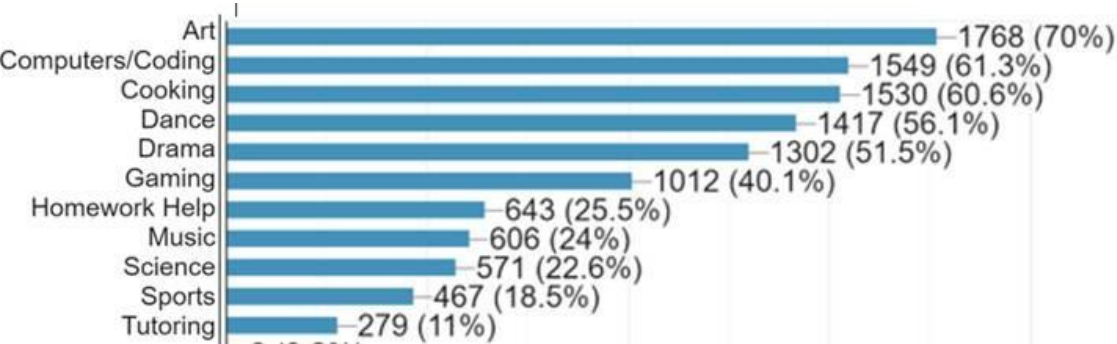
Skills

What skills would you most like to develop in the before or after school program? Pick 3
2,149 responses



Activities

What types of activities would you like to participate in before or after school? Pick 5.
2,532 responses



As evidenced in these survey results, students have identified not only the activities that they might find interesting, but also the skills that they would like to develop while participating in these activities. This information has been shared with school sites to support their development of clubs and activities to take advantage of student interest and build on what they want to be able to do.

These results allow us to forge community partnerships to provide resources/services to students in their identified areas of interest/need. District ELOP support team will work to develop a menu of student-centered offerings that supplement site based offerings.

Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The OMSD ELO-P will integrate healthy lifestyle choices which include physical activity and proper nutrition. Students will have the opportunity to learn more about how a healthy lifestyle can have a positive impact on their academic success and positive behavioral choices.

- OMSD's award winning Food and Nutrition Services Department will offer a healthy supper meal to all students involved in the ELO-P. TK and K students who stay after their AM session will also be served a healthy lunch during or at the end of their instructional day prior to the afternoon program.
- The District Wellness Policy has set goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness with the objective of promoting student health and reducing childhood obesity.
- Healthy Choices instruction will be incorporated into instruction which may include direct instruction on diet, exercise, substance use, etc. Staff, student and community members identified courses in cooking as a high interest activity, which can be paired with healthy meal planning and ingredient choices to support students as a positive influence in the nutrition of their family.

OMSD currently offers an expansive after school sports program, which allows students and families to take advantage of a variety of different athletic experiences.

- Our current after school sports offerings include multiple opportunities for both middle school and elementary students. Over 2000 students annually participate in structured athletic events.
 - Elementary: Soccer, Basketball, and Track and Field
 - Middle School: Soccer, Basketball, Volleyball, and Track and Field
- As a part of our ELO-P offerings OMSD will increase the number of students who have the opportunity to participate in athletic activities. A differentiated athletic program that takes into account the appropriateness of skills and activities for students at different ages is an important component of our after school offerings and will allow for greater access to some of our younger students.

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.

Culturally Responsive pedagogy is a part of OMSD's MTSS which includes using culturally responsive teaching practices that validate, affirm, bridge and build student competencies contributing to respectful learning environments. As part of the District's

Professional Development plan, staff will be trained on culturally responsive teaching (diversity and sensitivity) in order to embrace and celebrate the diversity of the students and families we serve. The District will also create a system by which our educational partners have access to training that will help them to support the District's focus on providing open, caring environments that are free of bias and judgment where students can learn and grow.

Building inclusive learning environments is also a critical part of our MTSS which includes providing equitable access for all students. Students with disabilities will be afforded access to ELO-P activities commensurate to their general education peers. Support and services will be provided to ensure access for these students, as is currently offered through our after school program, which includes an individualized determination of supports needed for after school-type activities (which may not be the same as they receive during the school day), to match program-specific needs.

The District's ELOP program will actively recruit partners with local agencies, community groups and businesses that reflect and celebrate the cultural and ethnic diversity in the Ontario-Montclair School District.

ELOP TOAs at the site and district level will market offerings in such a way that reaches all members of the school and District community. ELOP offerings will also be adaptive to the needs of the school and District community, based on feedback provided through attendance and the Community Interest Survey.

District and site staff will periodically review ELOP offerings and partnerships to ensure that we are meeting the needs of the OMSD Community.

Quality Staff

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

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. All program staff will be required to meet the district minimum requirement for a paraprofessional. Employees are offered competitive pay and are given clear expectations for their assignments.

OMSD will provide staff and volunteers with onboarding training including a handbook outlining programmatic expectations. Employees will be required to participate in professional development to actively engage students, learn the latest inclusive practices, and improve student-centered support.

OMSD will use a combination of strategies for staff recruitment to ensure supervision of the anticipated number of students who will take advantage of this opportunity. Some of these strategies will include:

- Contracting with agencies that can serve as After School Providers, such as Think Together and the Montclair Afterschool Program to provide structure for our program. A process to identify and contract with Providers has been conducted, resulting in adding Providers to support our schools.
- Contracting with additional agencies that can serve as Partners. These Partners will provide focused services directly to our students, under the supervision of Provider and/or District staff.
- Contracting with guest speakers and other special guests to work with students/provide clinics, etc. is another resource for our program.
- District staff will be recruited to provide long-term and short-term after school and summer instruction to our students for academic, recreation and enrichment programs.
- Community members and retired OMSD staff will be recruited to provide services in their areas of expertise and interest.

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.

OMSD ELO-P will partner with after school providers, partners who offer specific services, and OMSD employees to offer one comprehensive program that seamlessly integrates the school day with after school programs.

OMSD has gathered input from staff and external educational partners including families, schools and community to determine what to look for in potential partnerships. OMSD will continuously accept input on potential partnerships. When selecting partners OMSD will consider cost of services, partner’s scheduling capacity, partner’s ability to collaborate and integrate with existing partners, partner’s ability to supervise students while following site rules and PBIS systems, and experience within and outside of the district.

The Expanded Learning Coordinator will create and maintain a parent and partner handbook that outlines, in easily understandable language, the policies and procedures of the OMSD Expanded Learning Opportunity Program. Leaders of partner organizations will meet with OMSD ELO-P and school site leaders to ensure that partners have a working knowledge of the systems and strategies utilized in the district and at their specific school site. Organization leaders will meet regularly with OMSD leadership to review and discuss program quality, highlight successes, and make suggestions for improvement. Appropriate personnel will be identified to follow up on suggestions.

Examples of OMSD partnerships may include but not be limited to:

- Providers
 - Think Together

- City of Montclair
- Student Hires
- Others to be identified over time
- District Partners
 - City of Ontario and City of Montclair
 - Forza1; Celtic, Cypress Community College Basketball.
 - Champions by KinderCare, Creative Brain Learning, Beyond the Walls, and Sawdust Factory.
 - Others to be identified over time
- Site based partners including classified and certificated personnel

Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

OMSD is a Multi-Tiered System of Support District and uses data within a Plan-Do-Study-Act (P-D-S-A) process for continuous improvement. Program goals and data points will serve as important progress monitoring tools, within this P-D-S-A cycle to ensure program implementation is studied and adjusted to best meet the needs of the students in the district. The ELO-P Task Force will be involved in monitoring and, along with all of our educational partners, will provide qualitative perspectives on program effectiveness, which will be incorporated into the progress monitoring process. Assessment tools will include student, staff and family surveys, as well as enrollment/engagement data.

The Expanded Learning Opportunity Program monitoring will be led primarily by the Expanded Learning Coordinator, with support from the ELO-P Leadership Team. The Plan will be reviewed annually and revised at least every three years. Each elementary school will have a Teacher on Assignment to coordinate the program at their individual school site. These school site ELO-P Teachers on Assignment will participate in professional development and collaborative sessions to learn from one another, as well as to receive technical assistance. They will help collect data and will be supported in using this data to understand strengths and weaknesses in programming. They will engage participants in the continuous quality improvement process by regularly soliciting their feedback about program activities. The TOAs and site administrators will share data about program strengths and challenges with participants, and involve them in program planning and goal setting sessions. Collaboratively, they will use outcomes to prioritize future work around program design, professional development, and program practices.

Program Management

Describe the plan for program management.

The Expanded Learning Coordinator will be responsible for the overall management of the Expanded Learning Opportunities Program which includes creating a budget,

monitoring staffing, creating policies, and practices that are communicated to staff and community members and creating structures for contracts with partners.

- The Expanded Learning Coordinator will be responsible for creating and reviewing an annual budget that meets ELO-P state guidelines, and is focused on sustainable fiscal practices.
- Staffing will be reviewed annually and adjusted to meet the needs of the community as identified by an annual OMSD After School Interest Form, program enrollment and site need. An ELO-P staff handbook will also be created and updated annually with information about job descriptions, supervision, roles and responsibilities.
- The Expanded Learning Coordinator will create and maintain a parent and partner handbook that outlines, in easily understandable language, the policies and procedures of the OMSD Expanded Learning Opportunity Program.
- In collaboration with the Business Services Division, the Expanded Learning Coordinator will monitor the process by which contracts are created for ELO-P partners and providers, including bidding processes, schedules of fees and a description of services to be rendered.

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. 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.

The OMSD ELO-Program will work in collaboration with ASES and 21st CCLC providers to ensure that all students have access to extended day care, once the ELO-P is fully implemented. As a part of this work the 2022 - 2023 OMSD After School Interest Form was created in conjunction with our partners to better identify the after-school needs of the families at all of the school sites in OMSD.

The goal of this survey is to help identify sites whose community interest in after school exceeds the currently assigned providers' ability to support. To further this work we continue to hold provider meetings with District staff to look at the data and make decisions about where ELO-P resources may be used to augment 21st CCLC and ASES resources to provide greater access to high quality after-school programs. The District Provider Committee and ELO-P Leadership Team will collaborate to analyze data and make recommendations on funding, resource allocation, program alignment, and next steps.

The expanded learning programs will align policies and procedures so that all programs will follow the early release and absence reporting and documentation requirements in EC Section 8483[a][1]). These policies will allow students in ASES and 21st CCLC programs to attend ELO-P enrichment opportunities as an enhancement to their after

school program.

Transitional Kindergarten and Kindergarten

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. Submit a sample program schedule that describes how the ELO-P or other fund sources will be combined with the instructional day to create a minimum of nine hours per day of programming. Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

OMSD's transitional kindergarten and kindergarten students who are interested in participating in the ELO-P will have access (when the program is fully staffed and to scale) to their regular part-day instructional program then move into our Gap Time coverage (which is the time between the end of the TK/K school day and the end of the day for grades 1-6). Gap Time will be staffed, at a minimum with the ELO-P TOA as well as the TK Instructional Aide (IA). The ELO-P TOA and Instructional Aide will receive training to ensure understanding about how to provide developmentally appropriate instruction and activities. Recruitment and hiring for both positions began in April 2022 and will continue until filled. The staff-to-student ratio will be maintained by ensuring that sufficient staff is hired prior to providing the program to students. ELO-P TOAs and IAs will collaborate with site administrators and TK/K staff to develop curriculum/activities. TK and Kindergarten teachers will have the option to work with their students during this Gap Time to fulfill their Share Time obligation.

The OMSD Preschool/Child Development Department surveyed all PK families in order to garner input on the expansion of Universal Pre-Kindergarten programs. Parents indicated the desire for UPK to provide their children with ample opportunities to socialize with other students, develop oral language, engage in hands-on activities, creative play, social skills, homework help, tutoring, arts and crafts, time outdoors exploring their environments and playing with other children. Parents have requested information about nutrition and establishing healthy habits. Additionally, parents requested home-school connections to include activities for families to complete collectively.

Additionally, the ELO-P Task Force surveyed educational partners to determine which activities and/or resources would best support our TK/K students and determine the priorities for ELO-P offerings. Survey results emphasized the desire to prepare children for kindergarten and beyond by establishing routines and structures as they develop their academic, language, and social skills. As such, OMSD students in TK and K will have the opportunity to participate in both their regular instructional day as well as expanded learning opportunities through our ELO-P. The enhanced program will include instruction and enrichment using ELO-P staff (when fully to scale).

Regular School Day Sample Schedule:

7:30 - 10:30 TK/K Instructional Day
10:30 - 11:15 TK/K Lunch
11:15 - 12:15 TK/K Instructional Day
12:15 - 2:30 TK/K Intervention/Enrichment (Gap Time)
2:30 - 5:00 ELO-P Program with Grades 1-6 (When fully implemented)

Summer School/Intersession Sample Schedule:

7:30 - 8:00 Breakfast
8:00 - 8:30 Opening
8:30 - 9:30 Rotation #1 (VAPA, Sports, Academic)
9:30 - 10:30 Rotation #2 (VAPA, Sports, Academic)
10:30 - 11:30 Rotation #3 (VAPA, Sports, Academic)
11:30 - 12:15 Lunch
12:15 - 5:00 ELO-P Provider Summer Camp Model (Schedule to be determined by specific providers.)

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 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at 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 child care 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 CarFood 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.