

# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:

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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)**

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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. <a href="#">Alameda Elementary School</a>   | 10. <a href="#">Price Elementary School</a>           |
| 2. <a href="#">Carpenter Elementary School</a> | 11. <a href="#">Rio Hondo Elementary School</a>       |
| 3. <a href="#">Doty Middle School</a>          | 12. <a href="#">Rio San Gabriel Elementary School</a> |
| 4. <a href="#">Gallatin Elementary School</a>  | 13. <a href="#">Stauffer Middle School</a>            |
| 5. <a href="#">Gauldin Elementary School</a>   | 14. <a href="#">Sussman Middle School</a>             |
| 6. <a href="#">Griffiths Middle School</a>     | 15. <a href="#">Unsworth Elementary School</a>        |
| 7. <a href="#">Imperial Elementary School</a>  | 16. <a href="#">Ward Elementary School</a>            |
| 8. <a href="#">Lewis Elementary School</a>     | 17. <a href="#">Williams Elementary School</a>        |
| 9. <a href="#">Old River Elementary School</a> |   |

### **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 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 program will ensure students experience a safe and supportive environment through a combination of partnerships, staff training, and policies and procedures that focus on safety, health, and student behaviors. As a condition of hire, there are specific qualifications that staff must meet. These include CPR, First Aid, and CA Mandated Reporter certifications; and a Live Scan Fingerprint Clearance from the Department of Justice and the FBI. In addition, staff must complete onboarding training that covers emergency drills, emergency medicine administration, social-emotional learning, positive behavior intervention strategies, Developmentally Appropriate Practices (DAP), professional conduct, gender identity, sexual harassment, DUSD safety protocols, and DFEO policies and procedures. Further, Site Coordinators also attend Los Angeles County Office of Education (LACOE) training sessions to enhance their understanding of student social-emotional growth and learn strategies to address student needs. In addition, the program promotes an organizational approach to resolving site issues by maintaining an open forum for frontline staff and allocating time during meetings for staff to brainstorm best practices amongst each other. Lastly, the program requires staff to wear a program shirt and carry their DFEO badge to ensure that staff is easily identifiable to participants, families, and other stakeholders.

Upon registration, parents submit an online registration form where they are required to fill in emergency contact information and the health and medical needs of participants. This information is easily accessible to staff via the registration software and hard copies stored at the site. The program's incident policy requires that all incidents be documented, communicated to all parties concerned, and addressed appropriately and promptly. Further, DFEO works with DUSD personnel to adapt already existing school emergency plans to the afterschool program. Site staff partake in school emergency drills and test the effectiveness of the safety plan by running emergency and safety drills after school. The program regularly coordinates with the DUSD Sr., Director of Student Safety, Wellness, and Engagement to liaise with the City's public safety agencies, to address emergencies, and ensure that the program's safety policies are up to date. Moreover, the program coordinates with the DUSD Mental Health Program Administrator, who helps identify ways to best support students with an Individualized Education Plan (IEP) or 504 Plan. Lastly, the program will work with the DUSD Wellness

Centers and other local organizations to provide families with resources for trauma, mental health, domestic issues, and more.

The program will operate on the school sites selected to run the Expanded Learning Opportunities 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.

Active and engaged learning is encouraged to be collaborative, and supports individual opinion, thought, and creativity. The program ensures students are experiencing active and engaged learning through program components such as academic support, enrichment, and structured fitness. The academic support component supplements the instructional day by developing educational literacy in pertinent content areas such as mathematics, science, language arts, social studies, and much more. Enrichment incorporates grade-appropriate thematic activities such as STEAM, citizenship & leadership projects, Leader Clubs, and reflective prompts that motivate students to critically analyze and discuss with peers. These enrichment activities are hands-on, project-based, culminating in an event. Additionally, structured fitness provides an active space for students to engage and work together towards a common goal or objective. The staff provides an environment that fosters collaboration, engaged learning through experiences, and lesson plans that inspire students to utilize critical thinking on real-world issues. To ensure that students can provide regular feedback, staff provide students with surveys to discover student interests and inform the general development of lesson plans. All enrichment and educational support activities complement the school curriculum, which helps develop academic success and youth positivity.

## **3—Skill Building**

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

The program's goal is to provide skill-building opportunities that grow our student's 21st Century knowledge base for future college and career aspirations. The program implements STEAM activities to build creativity, critical thinking, and technology skills that require students to work together in groups and collaborate through direct communication. Additionally, structured fitness allows students to build healthy life

practices through collaboration and exploration. Further, program staff will create lesson plans that include interactive features, repetition, adult interaction, and quality assessment. Staff is there to facilitate experiences and encourage learning from mistakes and discovery. These processes and activities meet Expanded Learning Quality Standards building on the knowledge students acquire in school and ensuring that students are getting the appropriate academic support and enrichment to foster academic success. These activities align with the California State Standards and the DUSD's vision that all students graduate with a 21st Century education that ensures they are college and career ready, globally competitive and citizens of strong character, an underlying value in all we do.

#### **4—Youth Voice and Leadership**

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

DFEO encourages student ownership within lesson planning and community circles via student roles. Students have the opportunity to express their interests via student surveys and their participation in the lesson planning process. The program also offers ongoing access to leadership opportunities such as student roles like student representatives. The student representative program recognizes students excelling in the program components such as social-emotional learning, structured fitness, academic support, and enrichment. Student representatives also facilitate community circles where students will have equal opportunity to discuss issues they face at school or within their community. Community circles are a safe space where students can voice their opinions, evaluate community challenges in a new way, find common ground, give advice to their peers, and actively listen. Based on these discussions, students and staff collaborate on ways to execute potential solutions to the issues discussed. This experience allows students to develop their leadership skills and builds a support system between staff and peers.

#### **5—Healthy Choices and Behaviors**

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

The program provides opportunities for students to engage in healthy choices and behaviors during the snack, structured fitness, and social-emotional learning components of the program. To ensure a robust student support system, the program partners with the DUSD Sr. Director of Student Safety, Wellness, and Engagement, the

DUSD Mental Health Program Administrator, school administrators, teachers, and the DUSD Wellness Centers who help identify ways to best support students. The DUSD Wellness Centers provide students access to mental health resources. Additionally, program staff utilizes Positive Behavior Intervention Strategies (PBIS) to support behavior development.

Students also engage in healthy behaviors through structured fitness. A minimum of 30 minutes of structured fitness per day is required. Structured fitness provides a daily physical activity that promotes the development of motor skills, knowledge of various exercises, movement, and teamwork. Staff design developmentally appropriate structured fitness activities to encourage maximum participation from every child.

Lastly, the DUSD Food Services department provides students with daily super-snacks and snacks. The snacks meet or exceed the nutrition requirements established by local, state, and federal statutes and regulations. Students may bring their own snack, with the caveat that the snack is healthy, nutritious, and meets the school 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.

The program's three central goals: (1) Equity, (2) Accessibility, and (3) Affordability lay the foundation for creating an environment that promotes these core values. All sites have a different demographic makeup that inspires staff to develop enrichment activities that celebrate their diverse students. Moreover, the staff uses student surveys to gain insight into student interests. Through thematic lessons, an array of topics are presented and explored. These topics include but are not limited to cultural awareness and acceptance, multicultural events, presentations of holidays around the world, literature clubs, and language activities including American Sign Language (ASL) activities. These lessons empower students' unique culture, experiences, and backgrounds.

All students enrolled in a DUSD program site are eligible to participate in the program. However, the program provides priority enrollment for unduplicated pupils who will be able to participate in the program at no cost. The program works with DUSD personnel to identify and reach out to student populations who would benefit from the program. The program partners with the DUSD Student Services Department to identify and

reach out to foster and homeless students in need of the program. The site staff works with site administrators to identify ways to best support and make accommodations for students with an IEP Education Plan or a 504 Plan.

Regarding English Language Learners (ELL), the program trains staff to understand the teaching skills and best practices to best support ELLs. These practices include pairing the student with another who speaks their native language, having staff speak both the native and second languages during the program, and allowing more time for ELLs to complete tasks.

Lastly, the program ensures that its outreach materials represent the diversity of participants and that all program communication is translated into Spanish.

## **7—Quality Staff**

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

The program will provide opportunities for students to engage with quality staff by setting hiring requirements, providing staff with continuous professional development, and evaluating sites regularly. DFEO program administrators ensure that all staff who directly supervise pupils meet the minimum requirements for an instructional aide by mirroring DUSD's requirements. DFEO only considers those applicants who have a college degree, at least 48 college units, or pass a math, reading, and writing test for the job. Newly hired staff must also attend a new hire orientation and become First Aid and CPR certified and CA Mandated Reporter within 30 days of employment. Further, newly hired staff must obtain a Live Scan Fingerprint Clearance from the Department of Justice and the FBI prior to their first day. Hired staff is given a new hire checklist that outlines the requirements for staff. Further, new staff are scheduled to shadow experienced staff at their prospective site.

All staff training is held three times a year and covers various topics that include staff expectations and program policies and procedures. During these meetings, the staff develops and practices the different program components and roleplay specific interactions with students, parents, and school staff that they may encounter throughout the school year. DUSD staff members present on topics such as classroom management, positive behavior intervention strategies, safety and emergency drills, health and medication, food safety, social-emotional learning, Character Counts, amongst others. Further, the staff is allotted time to complete their Sexual Harassment Training and CPR training during this training.



Managers also attend job-specific training where they are trained on staff management practices, reporting policies and procedures, and site expectations. In addition, managers attend LACOE training throughout the year and are invited to attend the Best of Out-Of-School Time Conference and the Site Coordinator Symposium.

Program Coordinators evaluate school sites regularly by observing one entire school day to monitor the execution of all program components, policies, and procedures. At the end of the evaluation day, Program Coordinators meet with the site staff to discuss findings and develop an improvement plan. Based on the evaluation outcomes, staff members may be signed up for workshops to develop their skills in a growth area. Such workshops may include but are not limited to lesson planning workshops and classroom management workshops.

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

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

Purpose: To provide safe and engaging program activities by delivering academic support and enrichment that benefit the whole child’s Social and Emotional Learning (SEL) and individual development.

Program Mission: To provide an academically enriching, health-conscious, and safe environment dedicated to promoting active and engaged learning opportunities that develop youth voice and leadership, and enhance social emotional growth of program participants. The goal of the program is to expand on this mission and provide an equitable, affordable, and accessible program.

Program Vision: To provide enrichment and educational opportunities, promoting the community’s shared interest that all DUSD students graduate with a 21st Century education that ensures they are college and career ready, globally competitive and citizens of strong character.

## 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.

<b>Collaborative Members</b>	<b>Type</b>	<b>Description</b>
Downey Unified School District	Memorandum of Understanding	DUSD is the ELO-P grantee and assists with background checks, training, program support, and securing space.
Downey Foundation for Educational Opportunities (DFEO)	Service Provider	Administers and implements ELO Programs.
Los Angeles County of Education (LACOE)	In-Kind Service Provider	LACOE provides training and technical program support.
DUSD Food Services Department	In-Kind Service Provider	Food Services provides students with a daily super-snack and snack.
DUSD Student Services	Advocate for Foster & Homeless Students	Student Services Program Specialists help enroll and support foster and homeless students in the ELO Program.

## **10—Continuous Quality Improvement**

Describe the program’s Continuous Quality Improvement plan.

The program's Continuous Quality Improvement process occurs throughout the year. The Program Director develops surveys to collect formal feedback from DUSD staff, parents, and students. The program sends these surveys to educational partners at the beginning and end of the school year. They contain qualitative and quantitative questions that help the program staff assess the program's needs and areas of improvement. Site Coordinators use the survey data to develop an improvement plan, and Program Coordinators review and approve the plan. Site Coordinators implement the plan on a daily basis until the end of the year. Site Coordinators will conduct monthly site observations to assess the program and make improvements as needed. Site coordinators submit these observations to Program Coordinators who review them and identify ways to best support sites. The cycle of assessment, planning, and improvement continues year-round to ensure that the program meets the programmatic, staff, and participant level expectations.

## **11—Program Management**

Describe the plan for program management.

The program maintains sound fiscal and administrative practices that include annually updating internal and external program manuals for both staff and parents. Further, the program tracks enrollment data and financials via excel sheets as well as registration and financial software to monitor attendance, spending, and budgets. The program's organizational structure consists of a Program Director, Program Coordinators, Site Coordinators, and Group Leaders.

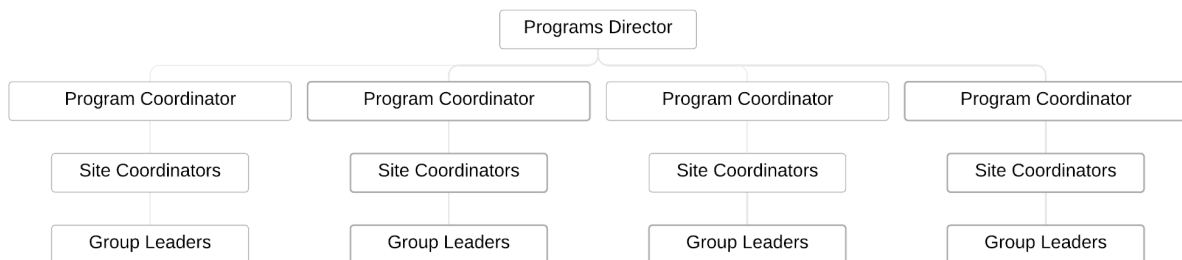
The Programs Director oversees the program, its employees, and its sites; manages the program budget; and liaises with DUSD. They are responsible for developing program policies and procedures, submitting program reporting, and developing the program plan. They prepare the annual budget, update financials monthly, and generate an invoice submitted to the DUSD for reimbursement of expenditures. They meet with Program Coordinators weekly and liaisons with DUSD regularly.

Program Coordinators oversee Site Coordinators at multiple school sites, in addition to site budgets, reporting, attendance, training, staffing, and communication of all program areas. They provide site visits, conduct observations, and coach staff. Program

Coordinators meet with Site Coordinators weekly and look for opportunities to improve the program based on feedback from school administration, parents, participants, and Site Coordinators.

Site Coordinators are responsible for the day-to-day operations at a school site. They meet regularly with principals, teachers, and school staff. They also meet weekly with their Group Leaders to plan, coordinate schedules, give updates, and problem-solve with staff on students' behavior or parent concerns. Lastly, they manage and provide coaching for Group Leaders.

Group Leaders are responsible for the day-to-day supervision of the classroom. Group Leaders lesson plan and oversee various instructional and enrichment activities. Further, they ensure the group's safety and well-being via behavior management during program components such as snack, homework time, structured fitness, social-emotional learning. They meet weekly with Site Coordinators and school administration to ensure all program components meet set standards.



## General Questions

### Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.

ASES, 21<sup>st</sup> 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.

ELO-P funding and the ASES grant will be used to create one comprehensive and universal Expanded Learning Program that will be offered at 17 schools sites. The expanded learning program will operate under one program name and the program

components (snack, structured fitness, academic support, enrichment activities, social-emotional learning) will be the same at all school sites. All sites will participate in the Continuous Quality Improvement process and be evaluated regularly. Moreover, all staff will need to meet the hiring requirements and will be provided continuous professional development.

### **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?

In order to support TK/K program students, the proposed schedule will include 2 snack times, circle time, academic support, structured fitness, enrichment, and free time (centers - library, sensory bins, dramatic role-playing, etc.). The recruitment plan includes utilizing hiring platforms and the DFEO website job postings section, as well as reaching out to Early Childhood Education (ECE) programs to get interested applicants. Additionally, the staff will have had to complete 12 ECE credits in order to qualify for the TK/K Group Leader position. In order to prepare staff appropriately, training will be required during onboarding to provide staff with knowledge of the program guidelines, developmentally appropriate practices, and the CDE TK framework and its implementation in order to complement the school day. Further professional development workshops will support the group leader in areas of growth throughout the school year.

To maintain the lower pupil-to-staff ratio the program will cap enrollment to 10 students for the TK/K class. The program and curriculum will be informed by the CDE TK framework and guided by developmentally appropriate practices (NAEYC, 2022). This also includes a structured and stress-free environment that keeps the student's health in mind. Younger children need time to rest after a full school day. This might look like quiet center time and/or having the student picked up early if they are showing signs of exhaustion. Additionally, the program will consult with an ECE specialist who will help create a TK/K lesson plan template, and provide any additional support and guidance to staff.

## **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.

The program will operate for a minimum of 9 hours per day when combined with the instructional day and a minimum of 9 hours during an intersession day.

### **Alameda Elementary School Sample Schedule**

8:05 AM - 2:35 PM - School in session (6 hours 20 minutes)  
2:35 PM - Check In (10 minutes)  
2:45 PM - Snack (30 minutes)  
3:15 PM - Social-Emotional Learning (15 minutes)  
3:30 PM - Structured Fitness (30 minutes)  
4:00 PM - Academic Support (60 minutes)  
5:00 PM - Enrichment (50 minutes)  
5:50 PM - Dismissal (10 minutes)  
6:00 PM - Program Ends

### **Alameda Elementary Summer School Sample Schedule**

8:00 AM - 12:00 PM - Summer school in session (4 hours)  
12:00 PM - Check In (10 minutes)  
12:10 PM - Lunch (50 minutes)  
1:00 PM - Social-Emotional Learning (15 minutes)  
1:15 PM - Enrichment #1 (60 minutes)  
2:15 PM - Structured Fitness (35 minutes)  
2:50 PM - Academic Support (60 minutes)  
3:50 PM - Enrichment #2 (60 minutes)  
4:50 PM - Dismissal (10 minutes)  
5:00 PM - Program Ends

**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.