

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

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

Name of Local Educational Agency or Equivalent:	Forest Ranch Charter School
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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. Forest Ranch Charter School

Purpose

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

Definitions

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

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

Instructions

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

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

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

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

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

1—Safe and Supportive Environment

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

Forest Ranch Charter's Expanded Learning Opportunities Program will offer 30 days of Intersession and After-School Programs during the school year. We are committed to providing a safe and supportive environment during school as well as our Intersession and After-School Programs.

According to the Greater Good Science Center at UC Berkeley, research suggests that having a caring teacher that empowers students to develop their social emotional intelligence improves student academic performance and overall well-being. Our ELO - P staff receive training in PBIS, SEL strategies and Trauma Informed practices. Many of our ELO-P teachers have attended the CA MTSS Summer Institute and engage in regular discussion and collaboration on improving school and ELO-P climate and student/family centered practices. At FRCS we strive to develop an environment both during school and in our intersession and after school programs that cultivates wellness by translating research into action, embracing innovation, and encouraging positive change on the individual and community level. We focus on helping students to develop the habits and mindsets that will empower them to make healthy choices that support optimal physical, cognitive and social/emotional development. We do this by creating opportunities for connection, practice and reflection. We also work to provide lessons and activities that encourage and support healthy lifestyle choices such as eating healthy, being fit, active listening, conflict resolution, stress and time management. Additionally we utilize a multi-tiered Positive Behavior Support and Intervention Program during and after school to enhance learning and positive interactions between students and staff. We also emphasize Social Emotional Learning, including leadership and lifeskill development program wide to enhance personal-social skill development, address self-esteem, self-identity, emotional development, student responsibility, social expectations, decision-making, effective communication, effective relationships and resolving conflicts without violence. Expanded Learning Program staff, students and families are encouraged to be involved in goal setting, curriculum planning and other safe school activities. Students, staff, and parents have a strong sense that what happens to the school "is my concern," and consider Forest Ranch Charter part of their community. Staff and parents are involved in decision making and policy formation. There is a weekly mini newsletter/announcement that goes home to all the parents of Forest Ranch Charter. We also have One Call Now, email, school website and multiple social media outlets to enhance school to home communication.

FRCS is committed to student and staff safety training throughout the school year and during Intersession Programming. Before the start of the school year all staff (including Intersession and After-Care Program staff) participate in multiple days of professional development where they review procedures and protocols for student and staff safety. This includes the review of FRCS's Comprehensive School Safety Plan which includes emergency disaster drills including a detailed description of procedures for each emergency drill, a school site map of emergency routes, locations of emergency supplies and class rosters. Staff are also trained in the location of water, power, and gas shut off valves, student ingress and egress from school including check in/out and attendance procedures, student health concerns and care, emergency contact numbers and the intercom system. In addition, the staff completes mandatory training in a range of safety related topics covering the following safety areas:

- Mandated Reporter: Child Abuse and Neglect
- Integrated Pest Management
- Youth Suicide Awareness
- Sexual Harassment Policy and Prevention
- Blood Borne Pathogen Exposure and Prevention
- Covid-19 Training
- Cyber Security Awareness

Additionally, staff receive regular coaching and support from FRCS's director and Lead Teachers in a range of areas that support improved skills and relationship building with the students and families they serve.

Emergency Safety drills are conducted regularly and staff are debriefed after each drill and successes and improvements are discussed. After monthly fire drills a visual inspection is made of the site to note and fix any physical areas of concern. FRCS's Safety Committee includes Intersession and After-School Program staff and meets a minimum of three times a year. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff in responding more effectively to school security and safety classes.

Our Expanded Learning Opportunities Program (Intersession and After-School Programs) addresses the developmental, social-emotional and physical needs of students in the following ways; During the regular school year regular time for Homework Support/Tutoring, a daily healthy snack, daily physical activities to improve fitness and an array of enrichment activities including sport, visual and performing art, nature study, handwork, multicultural activities and an array of healthy play and STEM activities are offered through multiple After-School options. The daily hours are 8:15 - 5:30. During our Intersession Programming ELO-P teachers provide learning options designed to help each student meet their individualized learning objectives as well as a healthy free lunch, afternoon theme based "camp style" activities followed by our after care program for students that need extended care. The program runs from 8:30 - 5:30.

ELO-P leadership staff work closely with regular day staff and our Executive Director to make sure family needs are being met. Staff also work with community service providers when additional supports are needed.

A significant emphasis is placed on self care and wellness with both regular day and ELO-P staff as student and staff trauma and illness has been high over the last few years. Staff who are socially and emotionally healthy are better able to support students and model health habits and social skills. Healthy options for self care are embedded in professional development, meetings and coaching activities throughout the year. Staff also have access to multiple SEL and mindfulness programs/materials to use when teaching and supporting students (Second Step, Inner Explorer, Zones of Regulation, assorted sensory and wellness materials including a designated Wellness Space).

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.

Research shows that high quality tutoring as well as increased learning time delivered by well trained, certificated teachers can help to accelerate student learning and improve student literacy and math achievement. During Intersession and Homework Club credentialed teachers support students in small groups and individually to work toward meeting individual goals based on California State Standards. Students work on basic skill building using an array of research based curriculum and project based learning activities. The focus is on each student working towards grade level goals with enough scaffolding to be successful. Teachers use current year assessment scores to differentiate curriculum for each student. Additionally, teachers work to make Intersession Learning meaningful and engaging by providing many hands on opportunities and meaningful projects. Hands on and project based learning is used to encourage positive growth through active exploration and real world scenarios. In addition to engaging differing pathways for learning and making learning more meaningful, it also supports the development of critical thinking, communication, teamwork and leadership skills. Arts and STEM opportunities are woven through the curriculum to support differing learning styles and increase student engagement. During Homework Club students have access to technology and resources needed to support successful completion of assigned homework as well as access to tutoring when needed. Tutors have an array of hands on materials, on-line and text based programs to use

for ELA and Math supplemental instruction and support. We also have a Lending Library of games and learning materials for parents, a large assortment of free books for students to take home and an ongoing after school reading incentive program. Intersession Learning and other After-Care learning options provide enrichment opportunities to reduce learning loss, continue to develop and strengthen student learning skills, and reinforce regular day academics. It also allows for additional time to further increase mastery of learning.

3—Skill Building

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

During the regular school year a variety of state and local assessments (CAASPP, i-Ready, local benchmarks, Guided Reading Level, DIBELS, BPST, etc.) are used to set benchmarks and assess student growth. Before intersession starts teachers review assessment data and meet with prior or current teacher to help establish student skill goals. Curriculum is selected or developed by assigned teachers and modified as needed to help each participating student reach assigned skill level goals. Additionally, Intersession teachers are available to meet with parents to provide customized on-line, text based or hands-on learning materials/lessons at home.

During the school year, After-School Programs support an array of cognitive/academic, social-emotional and physical skill building. Academic skill building happens either during Homework Club or at after school tutoring sessions. Students have an array of supports to help them complete skills being practiced during homework completion or learning other skills needed through tutoring, assigned daily reading or participation in a Book Club or reading incentive program (Reading Keys or Reading A-Z supplemental reading material). Social-emotional skill building happens through use of our schoolwide wellness/SEL program that focuses on teaching LifeSkills, perspective taking, various social skills, active listening and mindfulness as well as supporting strong relationships. This goes hand in hand with use of our Positive Behavior and Support Framework. CASEL's SEL Framework is used and staff are trained in the CASEL 5. Additionally, we continue to develop our Wellness/Sensory space to encourage student mindfulness and sensory time to decrease anxiety and enhance focus. Staff have access to an array of materials and trainings including Zones of Regulation, Second Step, Inner Explorer, Leader in Me as well as frequent training in FRCS's schoolwide PBIS/SEL plan. Currently all staff are participating in CA-MTSS on line certification course.

A variety of enrichment activities are offered during intersession "Camp Time" as well as during the After School programs that allow for skill building in many areas including visual and performing arts, science/nature studies, gardening, cooking, handwork, critical thinking during Chess Club, leadership, robotics, makerspace/STEM type activities, sports and physical fitness activities, poetry and writing.

4—Youth Voice and Leadership

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

Student Voice and Leadership is an integral part of our school program so it is a natural extension to weave this into our Expanded Learning Program. During our Expanded Learning Program students put on their own plays, create and

lead clubs, engage in after school student government activities and are able to select from various elective options. During our daily after care (Explorer's Club) they have regular opportunity and are encouraged to discuss what they are interested in doing, help plan activities and events and solve challenges that arise (either with each other, staff or other things that may come up). Additionally, the annual student survey has a few items that elicit student input surrounding program aspects. Students are also invited to LCAP and other schoolwide planning meetings where they can provide input regarding Intersession and Before/After Care Programs.

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.

The types of healthy practices and program activities that are aligned to FRCS's Charter and Wellness Policy are nutrition, health education, physical education, and a safe and healthy school environment. During our school year students receive a healthy snack daily during after care programs and during Intersession Programming they receive breakfast, lunch and a snack. We are in the process of becoming our own SNLP and will be procuring all food using these program requirements shortly. In the past we modeled our meal and snack choices after those we had served while participating in the meal program under CUSD (Chico Unified School District). An example of a meal served is a bean and cheese burrito, an apple, a salad and milk for lunch or a Breakfast Bar, raisins and milk. In addition to receiving healthy food the students also had enrichment activities that centered on learning about healthy food and cooking their own mini meals like oatmeal and stir fry. Outside play and physical activity is included daily during our regular after care program (Explorers Club) and during all Intersession Programming. The importance of healthy eating and fitness is modeled and emphasized during our Expanded Learning Opportunities options. Another healthy aspect of our Expanded Learning Program is access to designated Wellness and Sensory Spaces that allow students to rest, practice mindfulness, or an array of sensory and calming activities. Their are also materials and activities that teach and encourage positive self awareness and interactions with others.

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.

Forest Ranch Charter School is committed to promoting diversity, equity and inclusion in all of our activities. Our Expanded Learning Program (as did our prior after care program) criteria targets students who are most in need (those identified as homeless, foster youth, EL, socioeconomically disadvantaged and students with disabilities), but is open to all students. Flyers and informational materials go home via e-mail and hard copy and our school administration and support staff reach out to families in need to invite them to participate and provide program information. Additionally, one of our program coordinators is bilingual and is able to address our spanish speaking families in spanish if this is their preference. Additionally, extra support, planning and staffing is provided as needed to meet an array of student needs so that our Expanded Learning Program can be open to all students.

7—Quality Staff

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

All Expanded Learning Program staff are FRCS employees that have been screened for DOJ compliance along with TB clearance and regularly scheduled staff are also CPR and First Aid certified. Intersession teachers and Homework Club supervisors are credentialed with most of them being salaried teachers at the school. All staff receive multiple days of

training before the school year starts and follow up training, mentoring and support throughout the school year. Professional Development includes Positive Behavior Intervention and Support strategies and supports as well as hands on coaching/mentoring in these skills and strategies; school procedures and protocol, school program philosophy, social emotional learning, emergency and safety plan and procedures, all mandated trainings, and an array of other enrichment topics. This upcoming year all staff will participate in the on-line CA-MTSS certification program. All teaching staff have an Individual Training and Support Plan and participate in group training to support group goals and individual training to support personal development in areas of need or to support their specific job goals. Regular staff meetings address current topics and include trainings as needed.

8—Clear Vision, Mission, and Purpose

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

The Vision, Mission and Purpose of our Expanded Learning Program mirror's that of our school

Vision

The vision of the Forest Ranch Charter School (FRCS) is to inspire our students and community through a sustainable, comprehensive, academic environment.

Mission

To provide a community school that for the development of the whole child in a safe, supportive and caring community of learners.

FRCS prepares students for the future by creating exceptional opportunities for them to learn. We equip our children with strong academic skills that will help them begin the lifelong process of learning and will enable them to find paths that make their lives – and the lives of others – sustainable, productive, and enjoyable.

In order for every child to reach his or her potential we prioritize the following tenets:

- Every child must be held to clearly articulated and high expectations for achievement.
- The school, families and community must collaborate to meet the cognitive, social and physical needs of every child.
- Teachers and administrators must be engaged in a reflective and collaborative environment of ongoing professional development which is focused on student achievement.

FRCS pursues excellence in education through adhering to the following core values:

Core Values

1. **Engagement** – At FRCS, we strive to create an engaging atmosphere using innovative, individualized, hands-on, project-based, and thematically-integrated lessons.
 2. **Integrity** – Our school community will act with respect, honesty, and courage. Emphasis will be placed on character/LifeSkill education and learning through community service projects and active student leadership. High expectations will be held across campus.
 3. **Security** – We all work together to ensure that our campus is a physically and emotionally safe environment for growing and learning.
 4. **Community** – The Board, faculty, staff, and students will form a learning community through building relationships, partnerships, and inclusive family-centered collaboration.
 5. **Sustainability** – Our school community is committed to fiscal responsibility, core-value retention, and strong leadership to ensure the continuity of FRCS as an organization.
- **We believe . . .**
 - In equity, kindness and integrity; Every student matters all the time!
 - All students have the right to a safe and supportive community of learners that helps them to maximize their learning potential
 - In forward thinking educational practices and flexible learning spaces

- In perseverance and hard work
- A growth mindset is essential to all learners on campus, including our adults
- Families are an integral part of our school community

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.

Our Expanded Learning Program (Intersession and After Care Program) are an integral part of our school's programs. Our Executive Director supervises and supports all program staff, most of our teachers and all of our leadership staff take turns supporting various aspects of the program. ELO-P is discussed regularly at our Board and stakeholder meetings (LCAP/Advisory Council). Our After Care Coordinators and Teachers take turns being involved in our Safety and Facility Committees. In addition, we collaborate with a variety of community partners to assist in school programs and provide additional support to our students and families. These include our local Lion's, Community and Women's Association as well as community volunteers and garden groups for our outdoor food program. Through these collaborations we have gained additional funds, support and much needed expertise to further support our students enrichment and growth.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

In order to follow the CQI process and assess, plan, and improve, the FRCS Expanded Learning Program will:

1. review the LCAP Surveys (June - August)
2. Create a CQI Plan along with educational partners; Determine 1-2 focus standards (September - October)
3. Provide evidence of each of the CQI standards (September - July)
4. Complete a narrative summary update in November, February and May
5. Create an LCAP Survey to all educational partners (April - May)
6. Reflect and score programs in all CQI areas (June)

The overall program is evaluated by the Executive Director with support from the ELO-P Teachers and After Care Coordinator as to it's effectiveness. Modifications are made to the program when needed and revisions to the plan are made each year when appropriate.

11—Program Management

Describe the plan for program management.

Funding is used for program staffing and to acquire materials needed to develop and run a high quality program. The first priority of Intersession/Homework Club is to provide high quality teaching/tutoring. The next priority is to provide enough staff to maintain adequate student to staff ratios and provide engaging enrichment and wellness activities to support growth of the whole child for all participating students. Remaining funds are used to purchase program materials, provide other staffing necessary to run program (janitorial, cook, office services), and to bring in additional enrichment opportunities for students.

Executive Director - Meets regularly with Lead Teacher or After Care Program Staff to plan program, develop schedules, monitor attendance, provide updates and give support. Responsible for providing training, staffing, communication and supporting all program areas. Director (or Lead teacher) are also available as needed for class room walk throughs, assisting staff with positive behavior support techniques, emergency situations or adherence to school policies and procedures. Daily check in (in person when possible, other wise through e-mail or phone call). Executive Director is also responsible for monitoring program requirements, allocating expenditures, encouraging and collecting stakeholder (educational partner) feedback, reviewing the ELO-P and internal and external reporting.

Lead Teacher - Oversees Academic portion of program during assigned time period. During absence of Executive Director, oversees program including attendance, training, staffing, communication and all other program areas.

Teachers - Oversee their Intersession class or Homework Club/tutoring session; select and develop student curriculum; provide feedback on student work, student concerns, daily routines. Regular meetings, e-mails, daily check ins.

After Care Coordinator - Coordinates with School Director or Lead Teacher to oversee daily program including attendance, communication, purchasing, supervising students care, activities and communicating regularly with director and student caregivers. Development of daily schedules and plans and oversees enrichment and recreational activities. Communication via e-mail, phone, two-way radio or face to face meetings.

Staff - Responsible for homework support, plans and oversees enrichment and recreation activities, provides snack for students, monitors free play, provides lesson plans and feedback to Director, Lead Teacher or After Care Coordinator. Communicates via e-mail, phone, two way radio or face to face meetings.

Office Manager/Health Aide - Handles purchase orders and supply orders for Executive Director/Program Leads, supports program written (social media, group e-mail/newsletter) and verbal (phone, face to face in office) communication as well as supports minor student health needs in the Nurse's station.

Additional Staff Positions to support ELO-P program include Janitorial, Cook/Cafeteria Manager, Reengagement Coordinator, Tech and VAPA Aide.

Lead program staff meet annually to develop schedules and dates and particular program offerings for the upcoming school year. Plans are discussed by various stakeholder group and approved by the FRCS board. At the beginning of Intersession Programming and the regular school year our Executive Director and/or ELO-P Coordinator/Lead Teacher meet with staff to review schedules program details, policies procedures and an array of other necessary information. Additional training to support program specifics is provided and various duties are divided amongst program staff. We are a small school so multiple people serve various roles.

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.

N/A

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?

Forest Ranch Charter ELO-P (Intersession and After-School Programs) will serve transitional kindergarten students and maintain a student and staff member ratio of no more than 10 to 1. Our Executive Director and other teachers/staff with a background in Child Development support training, curriculum development, and selection of developmentally appropriate materials and resources. Multiple staff working within the ELO-P have degrees in Child Development and related experience. In addition our TK/K teacher's room is opposite our After-Care Program and regularly communicates with After-Care staff as needed to provide information about the regular day and collaborate on TK/K students. Regular training, coaching and modeling of developmentally appropriate practices happens throughout the week to support the continued growth of all After-Care Staff supporting young students.

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.

FRCS Summer Learning Program

Intersession - Summer

Schedule

8:30 - 9am - Before Care

9 - 11:30am - Teachers Instruction Time

10-10:20 am - Snack

.

10:20-11:30am - Teacher Instruction Time

11:30-12:00 pm - Lunch

12-12:30 pm - Supervised Free Activity Time

12-3:30 pm - CAMP Time

3:30 pm - Camp Over

3:30-5:30 pm - After Care

Forest Ranch Charter Explorer's Club

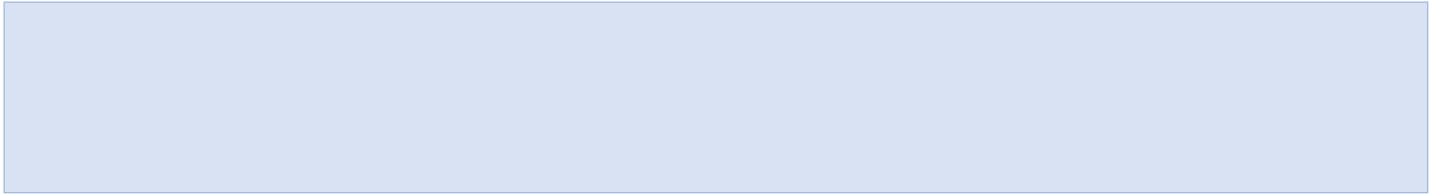
Schedule

2:45 – 3:30 Supervised play/snack time/Homework Club/Tutoring for those signed up

3:30 – 5:15 Organized Enrichment Activities or Creative Free Choice

5:15 - 5:30 Homework or quiet reading time, Clean Up/Prepare for Departure

- We intermittently offer Sports, Maker Space, Band, and other Elective Club options on a rotating basis for students to participate in after school



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.