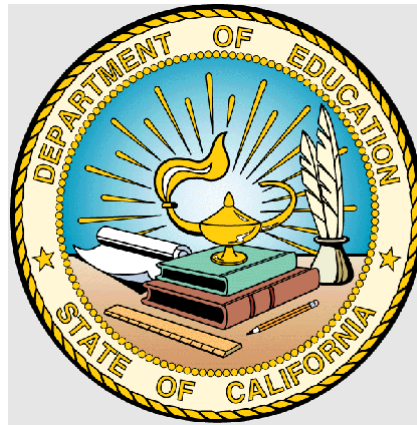


Expanded Learning Opportunities Program Plan Guide

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:	Sherman Thomas 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. Sherman Thomas Charter School TK-6
2. Sherman Thomas STEM Academy

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.

At Sherman Thomas Charter School creating a safe and supportive environment is vital to providing quality expanded learning programming. We will utilize a system for tracking student enrollment and attendance through Power School to ensure that eligible students are able to participate in ELO programs and full time ACES programs. Procedures will be in place to ensure that students are always accounted for. The program is developed and facilitated to foster direct collaboration and integration between the regular school day and the identified expanded learning opportunities and outcomes. STCS will maintain a safe and supportive environment by implementing safety procedures that will include mandated reporting, suicide ideation, threat assessment, effective supervision, child abuse prevention, CPR/First Aid Certification, acceptable technology use training, etc. Additionally, STCS will provide a SEL Support Request Form for students, parents, and staff to identify students who need SEL support.

At the beginning of each school year, the school administrator will review the school site's safety procedures plan with the expanded learning program Site Supervisor. In addition, the school administrator and Site Supervisor will discuss specific health plans for students with special needs participating in the ELO program. The ELO Program Site Supervisor is expected to communicate all school safety procedures and student health plans to their staff members. During the school year, all ELO Program staff adheres to any safe school announcements that may take place and limits outdoor instruction, if necessary, due to weather conditions. STCS is committed to providing professional development for the Expanded Learning community-based partners on school safety on an as-needed basis.

Students will be signed in at the start of their program each day that they attend. All elementary students must be signed out to a parent/guardian or approved adult over the age of 18 on their registration form in order to be dismissed from the program. The after-school program schedule will include times and locations with assigned staff and will be referenced with classroom rosters so that staff has an exact location for every child while on campus. All program staff will be clearly recognizable and wear the designated district identification badges at all times. All school sites will be fully secured during program hours with established single entry/exit access points. Visitors must sign in at the front office prior to office closing and follow the district campus entry procedures and are monitored on campus at all times. After office closing time, visitors will proceed through the single entry access point to pick up their student at the designated location; however, they will not be permitted on school campus. Community enrichment providers will be required to be live-scanned through prior to working with students.

During the program, all staff will be expected to maintain line of sight of all students at all times. Students will be monitored by program staff when they need to leave the program location for reasons such as, but not limited to, early dismissal, restroom breaks, going to the nurse's office, etc. Furthermore, the safety procedures in place during the school day will be strictly adhered to at all times.

When addressing student injuries, staff will have established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space. Staff will have access to the school's PowerSchool database to find additional contact information, if needed.

The ELO Program will use a positive discipline model or similar site system. Our school's discipline model includes interventions including counseling, socio-emotional learning and support. Our school's behavior expectations will be integrated into the site's after-school program. This alignment will ensure high levels of student behavior that supports a safe and nurturing environment. ELO Program discipline practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices.

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.

At Sherman Thomas Charter School, the program embraces active learning by providing interactive, hands-on activities and supports area of focus including academics, leadership and team building. Instruction in the STCS Expanded Learning Opportunities Program is standards based and driven by the California Content Standards and frameworks. Providers will utilize all available technology to support site programs including eSpark. Our program embraces active learning by providing interactive, hands-on activities and community collaboration in designing adequate and appropriate programming specific to our students' needs and interests.

Our goal at STCS is to provide our students with academic enrichment opportunities and activities designed to complement their regular academic program. We aim to assist with literacy and related educational Expanded Learning services for the families of our students, all in a safe, supportive environment. Educational and literacy elements are designed to provide academic support in core content subject areas including language arts, mathematics, history, social science, and science. Students will have access to technology during the educational literacy component as well to assist with tutoring services and accelerate digital learning.

The academic component consists of several the following: art, music, dance, STEM, and physical education. The tutoring activity will occur from one to five times a week depending on student and school need. We will develop a safe place where students can be supported and practice academic skills throughout the course of the school year. It is the intent of the program to recruit classroom teachers to support staff and students alongside staff trained on intervention strategies as well as community partners that specialize in skill building.

3—Skill Building

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

Our program will provide an important educational and developmental setting for students at Sherman Thomas Charter School. Our Expanded Learning Opportunities program offers openings for students to learn, develop explore, and have enriching experiences beyond the normal school day. STEM activities will be offered weekly to improve academic achievement and overall student success. The use of technology-based programs will enhance students' digital literacy competencies and improve skills for the 21st CCLC learner. During program rotations, students will work on STEM based activities and projects where they will apply their science, technology, arts, and math skills. The program will further enhance the 21st Century skills of communication, collaboration, and critical thinking, and creativity (the "four Cs") by engaging students in project-based learning activities. To support learning of 21st Century skills, staff will be trained on the "four Cs" to ensure that activities have intentional practice of the skills such ensuring that activities are student inquiry based and hands-on.

4—Youth Voice and Leadership

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

Youth leadership is embraced in the STCS Expanded Learning Program, by providing ample opportunities for expression and placing students in responsible roles supporting the program. We will expand opportunities for students to provide input and encourage participation. Youth will be involved in the ongoing design and Expanded Learning of programs. Providing a balance of activities that are reflective of the interests and needs of youth has proven to be the most effective recruitment and retention strategy. Students in the lower grades will get to choose an activity while students in higher grades will be able to participate in activities that promote leadership opportunities.

The program will elevate the voices of students by establishing student advisory groups meeting every other month at our site. This student advisory group will reflect on past and current expanded learning activities, upcoming activities and/or events, and share ideas for program improvement as related to after-school.

The planning of educational enrichment activities will consist of compiling and reviewing student and site data that will drive the selection of educational enrichment activities.

Student data will be collected through a site online survey and/or feedback focus groups where students will be able to select a club or activity. This site's student google survey and/or focus groups will consist of a series of questions that will be focused on enrichment interests and suggested clubs. These will be administered at the beginning of the academic year to give an opportunity for student voices to drive the selection of these activities. Individual site data will also be considered if there is a need for specific programs that focus on character development, cultural awareness, community and civic engagement, and self-identity.

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.

AT STCS, the program provides opportunities for students to engage in healthy choices and behaviors by incorporating physical and socio-emotional learning activities into their daily programming. These activities are structured and teach specific skills that students can develop throughout the year. Activities are rotated so that students are exposed to many different varieties. Physical exercise also provides opportunities for students to socialize outside, make new friends and foster leadership skills. Expanded Learning staff along with collaborative partners will facilitate games and activities to ensure that everyone is given an opportunity to participate. Aspects of Dynamic Mindfulness will be included in the program.

Staff will be expected to engage in:

1. Welcoming Inclusion Activities, Routines and Rituals
2. Engaging Strategies, brain breaks and anchor thinking
3. Optimistic Closures.

Students receive meals/snacks in the following structure: Students are served a nutritious snack that conforms to the Nutritional Standards established by the standards identified in Education Code Section 49430. The Expanded Learning program supports the district wellness plan, by including such activities as intramural sports, a nutritious snack, a variety of recreational activities, lessons on healthy choices and good nutrition, and positive decision-making. The snacks are provided by the neighboring charter school, ETAA. The Nutrition staff ensures that all snacks that are provided daily meet the requirements and nutrition standards as established by the U.S. Department of Agriculture and in accordance with the guidelines set forth in Senate Bill 19.

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.

At STCS the Expanded Learning Opportunities program is designed to provide equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Diversity, access, and equity are embraced in an environment that promotes diversity and provides opportunities to celebrate students' cultural and unique backgrounds. This is demonstrated by activities that involve

celebrating the families and students' culture and backgrounds throughout the year. Recruitment of program staff that include adults with backgrounds like the students they serve will be prioritized. Staff will be provided with on-going training on equity, inclusion and diversity to ensure the program creates an environment that celebrates the students' cultural and unique backgrounds. Support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program:

The Expanded Learning Program is open to all students in grades TK-6 at Sherman Thomas Charter School. This includes students with disabilities, English language learners and other students who may have potential barriers to participate. Specifically, STCS will work to provide similar accommodations as provided during the regular school day, to the extent possible. The Expanded Learning Department will collaborate with the Special Education Department to provide professional learning to build the skills and strategies of staff needed to work effectively with students with special needs. Students with other barriers to participation will be addressed on a case-by-case basis to ensure barriers are reviewed and accommodation is made, as appropriate.

To meet the needs of English Learners (EL), staff will be trained on English language development and GLAD strategies to support ELs such as the use of visuals and realia, guided oral practice with modeling, and teaching vocabulary during club and STEM activities. Staff will be trained on effective strategies to support EL students and program activity plans will incorporate intentional use of the EL supports to ensure these students have access to the material and content.

7—Quality Staff

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

When possible, the program will be staffed with credentialed teachers from STCS to provide instruction in the core subjects during the three weeks of summer session. The program will be staffed with tutors from the California Teaching Fellows Foundation (CTFF) who currently run our after school program. These individuals receive ongoing training on classroom management, best practices, and social, emotional learning and are able to educate our students. CTFF will provide a majority of the hands on learning experiences for the program. All Expanded Learning Program staff members are expected to receive orientation and additional hours of training during the year. Some of the topics for training include:

- Best Practices of support for English Learners
- Best practices in before and after-school programming
- Program rules, regulations, and administration
- How to recognize and respond to possible child abuse
- Emergency preparedness training
- Behavior management and motivation of students
- Cultural diversity
- Social emotional well-being
- Supporting TK and Kinder students
- Supporting students with special needs
- Training in the delivery of specific program curriculum
- Common Core State Standards
- 21st Century skills including technology and STEM

8—Clear Vision, Mission, and Purpose

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

The aim of our program is to create enriching experiences for youth with activities that complement and support classroom-based instruction. Our Students will be provided with opportunities to build skills through hands-on, experiential learning, and expand upon traditional learning that happens during the school year. They will also participate in diverse and engaging learning experiences that develop core social competencies (e.g. self-efficacy, resiliency,) that contribute to success in academics and beyond. Our program will include a math lab, reading lab, art, STEM projects, and physical education.

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 program partners with parents, youth, representatives from schools and governmental agencies, such as local law enforcement and individuals from community-based organizations and the private sector. The program was developed and is facilitated to foster direct collaboration and integration between the regular school day and the identified expanded learning opportunities and outcomes. This partnership supports student learning and engagement by providing a safe physical and emotional, nurturing environment that evokes the Expanded Learning of 21st century skills for all students. STCS will partner with California Teaching Fellows Foundation to supply quality instructors to operate a successful program during the school year and during the summer. CTFF will provide additional training to their tutors regarding student safety, communication with STCS administration and program alignment. STCS will also partner with Madera Fairgrounds to provide hands-on, enriching activities held on the fair grounds that will incorporate guest speakers, presentations, and project based learning.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The STCS ELOP program engages in continuous quality improvement by utilizing an effective program improvement process that is carried out at the site level. It is ongoing and involves a continuous cycle of assessment, planning, improvement, and monitoring.

I. Assessment Phase

STCS & ELO-P partners engage stakeholders in an annual survey.

Stakeholders include students, parents and teachers at the school sites that maintain an after-school program.

Surveys are age appropriate and include all students in TK through sixth grade. The data gathered from the surveys is analyzed to determine program strengths and areas of improvement with the overall program. Based on trends in the data, some areas are determined to be short-term goals, while others are part of the long-range plan for improvement.

During the year, the Expanded Learning Program Administrator and CTFF Site Lead will visit every class in the Expanded Learning Program on a rotating basis to observe the programs as well as to present at ELAC/DELAC meetings and collect parent feedback.

II. Planning Phase

Moving into the Planning Phase, STCS involves a variety of educational partners including program leaders/staff, parents, teachers, students, and administrators to analyze data to determine short and long-term goals for the program. The principal and site leader will meet regularly to discuss the program, develop best practices for student success, and share ideas and concerns. They collaboratively work on the Quality Improvement Plan to identify trends in data, strengths of the current site program, and areas that may require improvement. T

III. Implementation

Implementation of the Continuous Quality Improvement (CQI) Plan is critical to the overall success of the Expanded Learning Program. The site leader is responsible for sharing the plan with the staff so that they can successfully understand the priorities of the year and address areas identified as needing improvement. Collaborative directors are responsible for ensuring that the plan is implemented with continual support from the site principal. School administration will monitor implementation through site visits and discuss observations with the partner directors.

IV. Monitor

School administrators will monitor the CQI process annually to ensure that the plan is being implemented with fidelity. STCS submits required annual outcome-based data for evaluation as required by CDE. This includes before and after school program attendance, instructional day attendance of program participants, Benchmark assessments, and other performance measures selected by district partners. The program's effectiveness is evaluated using the recently noted factors, as well as student, parent, teacher, principal, and staff surveys to measure program satisfaction and a variety of program outcomes such as academic improvement and changes in student behavior. Modifications to the Expanded Learning Program Plan are made based on examination of all the data.

11—Program Management

Describe the plan for program management.

Administration at STCS will support all aspects of the program from hiring qualified staff, to overseeing unit creations, ordering supplies and supervising the program, ensuring staff is adequately trained and safety measures are in place. CTFF will provide a site lead who will be responsible for overseeing the enrichment program and serving as a liaison between STCS administration and CTFF administration. The site lead will ensure program quality, structure, student and staff safety, engagement, participation and attendance.

Principal

Responsible for overall ELO-Program, meets with OUSD personnel, provides all documentation for accountability.

Site Lead

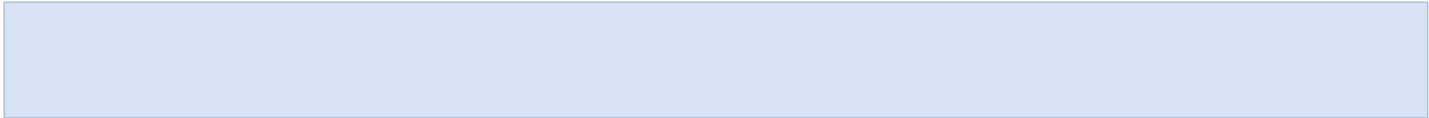
Site Lead is responsible for overseeing the enrichment program and liaising between STCS site level admin and the CTFF administration. The Site Lead will ensure program quality and structure, student and staff engagement, assist staff with student questions and safety, record and report student attendance, and report staff time and attendance to CTFF.

STCS Credentialed Teacher

STCS Credentialed Teachers, when possible, will provide small group instruction on core subjects of math, reading, science and history. They will work with students at their current level and provide foundational skill practice for student improvement.

Teaching Fellow Tutor

Teaching Fellow tutors will co-lead or co-tutor enrichment activities with groups of 20-22 students. Teaching Fellows will specialize in the enrichment activity to provide a deep and rich student experience.



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.

ASES funds are being used to extend the school day during the entire school year for a 9 hour day by providing after school enrichment to our students. The ELO-P Grant is being used to provide salaries for STCS admin and staff and for CTFF site lead and CTFF staff along with program supplies, curriculum, and instructional materials. Some funds will also be used to provide out sourced presenters, field trips, and rewards for students.

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?

Current after school programs have served transitional kindergarten and kindergarten students at a 15:1 ratio. Staff will be trained in supporting TK/K students in developing skills needed to be successful in school. Expanded learning staff will incorporate assignments that provide access to foundational skills of the alphabet, numbers, basic shapes: identifying letters, numbers, and shapes, letter sounds, and writing letters and numbers. TK students will be involved in teacher lead exploration and have the opportunity to provide observations and thoughts.

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.

Regular School Day for TK/K
7:30-Sign in and breakfast
8:00-10:20 Kinder Stations
10:20-10:40 Kinder Break
10:40-11:40 Kinder Stations
11:40-12:10 Lunch for Kinder and TK (Kinder dismissed to ASP @12:00)
12:10 -1:30 TK Stations
1:30-1:50 Break
1:50-3:00 TK Stations
3-6 ASP

Regular Day for 1st - 8

7:30am drop off and breakfast
8:00-10 Instruction
10:00-10:20 Break
10:20-11:15 Instruction
11:15-11:55 Lunch
11:55-3:00 Instruction
3:00-6:00 ASP

Daily Schedule for Summer Days Containing STCS Credentialed Teachers Half Day AM and CTF Staff Half Day PM

7:40 - 8:00 AM Sign-In & Breakfast
8:00-8:05 Transition
8:05-8:55 Session 1
8:55-9:45 Session 2
9:45-9:55 AM Break
9:55-10:45 Session 3
10:45 - 11:35 Session 4
11:35-12:15 Lunch
12:15 - 12:30: Social Emotional Check-in
12:30-12:35 Transition
12:35-1:35 Enrichment 1
1:35-1:40 Transition
1:40-2:40 Enrichment 2
2:40-2:55 Afternoon Snack
2:55-3:00 Transition
3:00-4:20 STEAM Rotations
4:20-4:30 Social Emotional Check Out
4:30 - 5:00: Indoor Activity/Clean Up
5:00: Dismissal

Daily Schedule for CTF Staffed Days (October 31, & Nov. 1, Winter Break, March 13-15 & Spring Break)

8:00 - 8:10: Sign-In
8:10 - 8:30: Breakfast
8:30 - 8:35: Clean-Up/Rotation
8:40 - 9:00: Social Emotional - Checking In
9:00 - 9:10: Rotation
9:15 - 9:45: Break
9:45 - 9:55: Water & Restroom/Rotation
10:00 - 11:45: ENRICHMENT #1
11:45-11:55: Clean-Up/Rotation
12:00 - 12:25: Lunch
12:25 - 12:30: Clean Up/Rotation
12:35 - 12:55: Lunch Break/Physical Activity
12:55 - 1:00: Water & Restroom/Rotation
1:05 - 1:45: ENRICHMENT #2
1:45 - 1:50: Clean Up/Rotation
1:55 - 3:30: STEAM Rotations
3:30 - 3:35: Clean Up/Rotation
3:40 - 3:55: Snack
3:55 - 4:00: Clean Up/Rotation

4:05 - 4:30: Social Emotional - Check Out
4:30 - 5:00: Indoor Activity/Clean Up
5:00: Dismissal

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.