

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

1. Kings River Union Elementary

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.

Kings River Union Elementary is a rural, single-site school district in the northern part of Tulare County. The collaborative partnership between the CBO (Community Based Organization) Future Unique Enthusiastic Leaders (FUEL) and the regular day program has developed the following Program Plan to create the best out-of-school time for the community and school of Kings River Union Elementary.

The Expanded Learning Opportunities (ELO) Program will take place on school grounds, immediately upon the dismissal of the regular school day. The expanded learning opportunities program will have full access to all campus amenities including but not limited to classroom space, cafeteria, multipurpose room, storage, and more. Thus, allowing the program to feel and look like school, creating a strong alignment of student expectations between the regular school day and after school.

The FUEL Expanded Learning Program will provide the best safe and supportive environment for the developmental, social-emotional, and physical needs of students beginning with the collaboration of the regular day and after school. The FUEL administration will meet weekly with the school administration to discuss goals, and ideas and celebrate accomplishments. The after-school program Site Manager will attend school site meetings, building quality relationships and alignment between both programs. The after-school staff and school staff will build and develop relationships to support students' overall success in academics and social-emotional behavior. Together both programs will support the whole child.

The FUEL Expanded Learning Program will adopt and follow all School Site Safety plans to ensure the safety of all students and staff. Safety drills will be practiced monthly during the after-school hours to prepare students and staff for emergencies. FUEL team members will carry walkie-talkies that have the same frequency as school site staff. This will allow the FUEL team to model school site codes and action plans. A master key and copy school site safety plan have been provided to the FUEL Administration.

Safety is always an important role in the productivity of the FUEL program. As our student and staff population has grown we have decided collaboratively to add a KRUE FUEL Office Staff team member. This individual will be housed in the front office of the school and provide access and support to parents and students during the after-school hours. The Office Assistant will serve as a health aid to the after-school program and provide quicker access to student medications. Having an official office team member of the KRUE Expanded Learning program will take us to the next level, of parent-to-school communication, and school-to-afterschool communication. In general, the Office Assistant will create a seamless bridge between the full school day and meet our program goal of creating One Comprehensive 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.

The FUEL Expanded Learning Programs' best practices for instruction time begin with the continued collaboration of the regular school day program. Expanded Learning staff are encouraged to meet and communicate with regular day instruction on a daily basis. In addition, FUEL has developed a bi-weekly schedule for After School staff to meet with the grade-assigned regular day teachers. Communication about grade-level academic classroom goals and individual academic student plans are made and reflected in after-school lesson plans.

To provide the best homework assistance portion of the program, and help organize students for success. The regular day teaching staff will be encouraged to share and invite after-school staff to join Google Classrooms as co-teachers. Please note, that Google classroom is a tool that will increase communication and alignment between the regular and FUEL program. After school staff will be able to view goals, lessons, instruction tools, students' assignments, and work completion.

Educational Enrichment Activities are determined by student voice and choice. Student surveys are given at the beginning, middle, and end of each school year. The survey includes the interests, wants, needs, likes, and dislikes of the student body. The overall goal of our enrichment programs is to provide opportunities students otherwise wouldn't have. Bringing in unique, quality six-week program plans for students of all grade levels. Students are able to select a club of interest, curiosity, and challenge. In response to student surveys, we will incorporate a variety of programs and opportunities for students such as music, dance, art, agriculture, crafting, 3-D art and ceramics, cooking, video production, digital storytelling, photography, leadership, and entrepreneurial education programs, creative writing, science, engineering, outdoor adventure class, theater, computer coding, gardening, graphics and marketing design, and a variety of sports. In the culmination of the enrichment activities, the line staff develops a connection with a minimum of one of the following: Life skills, college, or career connection. Culminating events for some activities including presentation of skills, presentation of productivity, or an event. FUEL is proud to offer a generous Leadership program for middle school students. Students develop and lead school-wide/ community events. Learning 21st-century skills such as public speaking, budgeting, marketing, and developing positive relationships with students.

3—Skill Building

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

The program's educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement by providing students with positive opportunities and the environment to try new things. The FUEL Expanded Learning program creates a foundation where all students feel welcomed and gain a sense of belonging. Students build relationships and work collaboratively with other students they normally would not talk to. This creates a positive environment for all students to discover their true selves. Our hope is to provide a safe and supportive environment for students to improve and build interpersonal social skills. Thus, in return building confidence that supports their academic journey.

The expanded learning program staff is continually working on improving academic support for all students. The FUEL Expanded Learning Program has reviewed the Local Control Accountability Plan (LCAP) to identify needs and support to be aligned during the after-school hours. Due to the COVID pandemic, it is clear that the student success rate has struggled to meet academic targets. FUEL will support the growth of English Language Arts by adopting Lexia Core 5 Reading program, and Developmental Studies Kidz Lit. Both programs will serve as a tool to help students grow skills in reading, writing, spelling, and comprehension.

Beyond Academics, FUEL will incorporate a variety of Enrichment Academic Activities. This may include but is never limited to Science, Engineering, Art, Math, Gardening, Health and Nutrition, Physical Fitness, Dance, Agriculture, Music, and more. Activities will support 21st-century learning skills such as communication skills, creativity, problem-solving, and collaboration. While others may have touched on Technology skills and digital literacy, media literacy, social skills, and social responsibility. The overall program model is to create Future Unique Enthusiastic Leaders for today's students and the future leaders of tomorrow.

4—Youth Voice and Leadership

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

The development and collaboration of the Kings River Union Elementary FUEL Expanded Learning program will be a huge success due to the bridge of both Educational Administration and After School Experts. Working together we are able to develop and create a unique training and curricular track of academic focus, service learning projects for our students. Pre and post interest surveys will be made available to students on an ongoing basis. Our wish is to create a variety of enrichment academic opportunities that both ignite and engage our students. Surveys will capture the interest of students while providing instructors feedback on activities.

For our older students FUEL will be implementing a FUEL Student Leadership Program that will allow students to create and develop school and community events. Students will learn and practice personal skills (integrity, work ethic, professionalism, responsibility, adaptability) while being exposed to workplace skills (communication, decision making, team work, planning and organizing).

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 Kings River Union Elementary School District is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Kings River Union Elementary School District that: The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies. All students participating in the FUEL Expanded Learning Program will receive a Supper Meal. The Kings River Union Elementary School food service department will prepare supper meals that meet the USDA Child and Adult Care Food Program Supper guidelines.

Menu Examples:

Grilled Cheese Sandwich, apple sauce cup, garden salad with ranch, Milk non-fat chocolate milk, or 1% white milk. Yogurt cup, chocolate chip snack waffles, baby carrots with ranch, sliced apples, Milk non-fat chocolate milk, or 1% white milk.

Chicken Patty Sandwich, tots, apple slices, garden salad with ranch, Milk non-fat chocolate milk, or 1% white milk.

Along with developing nutritious eating habits, FUEL will promote a healthy active lifestyle through a variety of activities. All students in grades K-12 will have daily opportunities, support, and encouragement to be physically active on a consistent basis. The after-school program utilizes SPARKS Physical Education Curriculum. The SPARKS After-school curriculum gets students active outside the school day with an organized and effective approach. In addition, FUEL also will implement the Speed Stacks curriculum to engage students in physical fitness and healthy competition.

The KRUE FUEL Expanded Learning program is currently focused on constructing a school garden at the Kings River campus. This garden will feature weather-resistant gardening beds, shaded areas, and a functional irrigation system, as well as a potential outdoor classroom space and food preparation area. The aim is to create an extension of the pioneer entrepreneurship and STEM program, promoting education and raising awareness about agriculture while encouraging healthy choices and behaviors.

The KRUE FUEL Expanded Learning program is excited to announce that KRUE Athletes will be under the expanded learning programs division to create a KRUE Student-Athlete Academy. The KRUE Student Athlete Academy will focus

on the guidance of developing students who fully fulfill the responsibilities of Academic Expectations, demonstrate Pioneer character, and exhibit Pioneer Athlete excellence. Student-Athletes will attend the expanded learning program daily, and receive a healthy and nutritious meal before practice. The KRUE Student Athlete Academy will run daily to provide support beyond the game, by providing guidance in time management, maintaining a qualifying GPA, developing uniform expectations, and receiving daily tutorials. The FUEL goal is to help students learn the true balance of being a student-athlete on and off the field. The FUEL program Athletic Lead Coach will work alongside, the KRUE Athletic Director to create a planning calendar for seasonal sports, practices, games, conditioning, and extracurricular to build a quality student-athlete program. We are excited to take our students to the next level of competitiveness and commitment that will assist them in High School Sports.

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 Kings River Union Elementary FUEL Expanded Learning Program provides support to all students, which includes students with disabilities, English language learners, and other students who have potential barriers to participating in the program. FUEL Administrators are always made available on campus. Available to meet with counselors, the school psychologist, the nurse, migrant instructors, and the speech therapist on a daily basis. It is a common understanding that we all must work together to meet the needs of the whole child. Something we wish to continue every year is to meet with these advisors and discuss adaptations that may be needed in the classroom, outside, and in the event of special activities.

To support our students, school, and community in continuing to collaborate and participate in off-campus events, competitions, and experiences. The Kings River Union Elementary and the FUEL Expanded Learning program with the support of our local school board will be purchasing a school bus and 10-passenger vans to assist with after-school event transportation. This will be a shared cost for the new bus that will have air conditioning to transport students during the summer events and the after-school events next year.

7—Quality Staff

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

The FUEL Expanded Learning Program strives to create an elite team of afterschool professionals. Creating a foundation of teamwork, dedication, and quality standards. FUEL has partnered with the Dinuba High School District Intro to Education SkillsUSA program, to recruit and hire college students interested in working with youth. Each Expanded Learning Educator will be assigned to each cluster of students to support Expanded Learning Care. Expanded Learning Educators will lead and collaborate with each other, school day teachers, parents, and the community to direct the best out-of-school-time program. The 2022-2025 schedule for continuous professional development will be a set plan of mandatory training, focusing on closing the gap between the regular day classroom and after school. 3-4 Professional Development in-service days have been pre-scheduled to be led by a collaboration of the FUEL Administration with over 20 years of experience in After School Education/Organizational leadership and regular school day teaching staff and other prevention and education agencies.

8—Clear Vision, Mission, and Purpose

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

The FUEL Expanded Learning Program is designed to work collaboratively with all key partners including the School District, School Site Administrators, Academic Counselor, school psychologist, school social workers, grade level teachers, community leaders, parents, and students. The FUEL Expanded Learning Program serves the whole child, both emotionally and physically by providing students with an enriching environment and opportunities to enhance their learning experiences. Expanded Learning Opportunities align with the regular school day needs assessment and LCAP goals.

To be specific the mission of the Kings River Union Elementary FUEL Expanded Learning Program is to design and implement a high-quality after-school program where students are thriving and engaged. In addition, it is the design of Kings River FUEL to build community connections, develop relationships with Kings River families, and most importantly create a culture where the after-school program is aligned with the regular school day.

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.

Kings River Union Elementary partnership with the FUEL Expanded Learning program is the best design for Collaborative partnerships. The FUEL Expanded Learning Program has worked intensely on building partnerships that specifically serve the community of Kings River Union Elementary and feeder community Dinuba, CA. The FUEL Administration is the lead chair women of the North County Collaborative (NCC) NCC includes many local agencies supporting the Northern part of Tulare County. Specifically Dinuba, Monson Sultana, Cutler-Orosi and now Kings River. This partnership will create access to resources directly to our school community of Kings River Union Elementary. Agencies include Tulare County Health and Human Services, Family Services of Tulare County, Family HealthCare network, Family Resources Services of Dinuba, Dinuba PD, Tulare County Sheriff's Department, Dinuba Unified School District, SkillsUSA Dinuba Chapter and Dinuba Children's Services.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

All collaborative partners are required to take part in supporting the continuous quality improvement goals of the site. Improvement of the program quality and design is continual. A meeting between the CBO and school site administrators will take place weekly. FUEL Administration team members are scheduled to meet every other week. In addition, unscheduled meetings and discussions happen regularly to communicate day-to-day improvement. This includes all collaborative partners, students, parents, teachers, community members, school administrators. Evaluation and assessment surveys are given at the beginning, middle, and end of each year. Surveys are taken by students, parents, teachers, and community members. The collection of surveys allows both the CBO and school site administrators to make effective assessments to support the targeted audience of the expanded learning opportunities program.

11—Program Management

Describe the plan for program management.

The Kings River Union Elementary has contracted the FUEL Expanded Learning Program, a local Community-Based Organization specializing in Expanded Learning Program design. An Agency Agreement is in place to support the collaboration and best practice of program design and support.

The CBO will work collaboratively with the school's administration to implement and meet the local needs of the school and community. The KRUE FUEL program has a full-time Program Manager who oversees day-to-day activities, attendance, and the expanded learning team. The Program Manager is responsible for communicating program details to the school office and the FUEL Admin. The Assistant Program Manager works alongside the Program Manager to support community connections, collect daily attendance, monitor snack programs, and beyond. Together these two individuals will work towards the program CQI goals of creating the best out-of-school time and a unique model of after-school program for the Kings River Union Site.

As our FUEL Expanded Learning Program has been developing year to year, we have added more students, teachers, and classrooms. It is no surprise that we require support for maintaining our classrooms and the safety of our campus. In collaboration between the FUEL program and the KRUE Administration, we have decided to add two part-time maintenance employees. The district will employ both individuals and oversee the structure and schedule of both individuals to support all programs beyond the bell.

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.

Currently, Kings River Union Elementary does not have an existing ASES program. The ELO-P grant will serve as funding to provide a quality best out of school time program. FUEL is familiar with the guidelines of the After School Education and Safety grant and the ELOP grant will run very similar to the expectations and guidelines of ASES.

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?

The Kings River Union Elementary FUEL ELO program will work to build an exceptional comprehensive Transitional Kindergarten and Kindergarten program. The FUEL ELO program TK-K program will have two team members assigned to design and implement services for these littles. A 10:1 ratio will be maintained to provide the best services for this group of students.

The FUEL Program Chief Executive Officer has recruited and prepared a team of staff members that meet the mission and vision of the FUEL Expanded Learning Program. All individuals meet the paraprofessional requirements (High School diploma, 48 college credits, or NCLB, TB tested, and Department of Justice fingerprints). New hires are trained and must complete twenty hours of shadowing, CPR first aid certification, classroom management, and lesson plan training and implementation prior to teaching. FUEL Administrators will host and plan ongoing professional development and support services for the instructional growth of the FUEL team members.

FUEL Program team members' work hours are as followed: Tk-3rd grade- FUEL Expanded Learning Educators (ELO Teachers)

Monday, Tuesday, Thursday, Friday

2:00 p.m.- 2:20 p.m. Prep time

2:20 p.m.- 5:30 p.m. Program Hours

5:30 p.m.- 6:15 p.m. Prep time

Wednesday (Early Release)

1:00 p.m.- 1:10 p.m.

1:10 p.m.- 5:30 p.m. Program Hours

5:30 p.m.- 6:15 p.m. Prep time

4th-8th grade- FUEL Expanded Learning Educators (ELO Teachers)

Monday, Tuesday, Thursday, Friday

2:15 p.m.- 3:00 p.m. Prep time

3:00 p.m.- 5:30 p.m. Program Hours
5:30 p.m.- 6:15 p.m. Prep time

Wednesday (Early Release)

1:45 p.m.- 2:00 p.m.
2:00 p.m.- 5:30 p.m. Program Hours
5:30 p.m.- 6:15 p.m. Prep time

The FUEL program curriculum and program elements will be selected and aligned according to the ELCAP goal and assessments to support student academic growth. The curriculum will support 21st-century learning skills and align with common core state standards. Activities will be quality hands-on learning experiences that foster social skills and support academics.

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 Program Schedule

TK- 3rd-grade Program Schedule

Monday, Tuesday, Thursday, Friday

7:55 a.m.- 2:20 p.m. Regular School Day Hours
2:20 p.m.- Student will arrive at ELO-P program, Sign In, and Mental Health Check-In
2:20 p.m.- Homework Assistance and Support, Lexia, Silent Reading
3:00 p.m.- Supper. Students will transition to the Cafeteria for Supper Meal.
3:30 p.m.- Academic Support (ELA, Math)
4:30 p.m.- Enrichment Academics (Science, Engineering, Art, Nutrition, Physical Fitness, Dance, and more)
5:30 p.m. Dismissal

Wednesday (Early Release Day)

7:55 a.m.- 1:10 p.m. Regular School Day Resumes
1:10 p.m.- Student will arrive at the ELO-P program, Sign In, and Mental Health Check-In
1:10 p.m. Homework Assistance and Support, Lexia, Silent Reading
2:00 p.m. KRUE FUEL Pride Club (Character Building, SEL program)
2:30 p.m. Sparks PE
3:00 p.m.- Supper. Students will transition to the Cafeteria for Supper Meal.
3:30 p.m.- Academic Support (ELA, Math)
4:30 p.m.- Enrichment Academics (Science, Engineering, Art, Nutrition, Physical Fitness, Dance, and more)
5:30 p.m. Dismissal

4th- 8th-grade Program Schedule

Monday, Tuesday, Thursday, Friday

8:15 a.m.- 3:00 p.m. Regular School Day Hours
3:00 p.m.- Student Check-In, Supper. Students will transition to the Cafeteria for Supper Meal.
3:30 p.m.- Homework Assistance and Support
4:15 p.m.- Academic Support (ELA, Math, Leadership)

4:45 p.m.- Enrichment Academics (Science, Engineering, Art, Nutrition, Physical Fitness, Dance, and more)
5:30 p.m. Dismissal

Wednesday (Early Release Day)

8:15 a.m.- 2:00 p.m. Regular School Day Hours
2:00 p.m.- Student Check-In, Mental Health, Character Counts
3:00 p.m. Supper. Students will transition to the Cafeteria for Supper Meal
3:30 p.m.- Homework Assistance and Support
4:15 p.m.- Academic Support (ELA, Math, Leadership)
4:45 p.m.- Enrichment Academics (Science, Engineering, Art, Nutrition, Physical Fitness, Dance, and more)
5:30 p.m. Dismissal

Summer School Program Schedule

8 a.m. -12:30 p.m. Summer School Academic Support with Credentialed teachers
12:30 p.m.- ELO- Program Student Check-In
12:30 p.m. - Lunch
1:00 p.m.- 1:30 p.m. Homeroom check-in, Ice breaker, Team Building, Mindset, Garden)
1:30 p.m.- 2:15 p.m. Rotation 1
2:15 p.m.- 3:00 p.m. Rotation 2
3:00 p.m.- 3:30 p.m. Snack and Break
3:30 p.m.- 4:15 p.m. Rotation 3
4:15 p.m.- 5:00 p.m. Homeroom Teacher/ Debrief/Closing
5:00 p.m. Dismissal

Intersession Program Schedules may vary according to program/event type

8:00 a.m.- 5 p.m.

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.