

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN**

Revision 6.2024

Manteca Unified School District



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)**

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

Local Educational Agency (LEA) Name: Manteca Unified 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. August Knodt Elementary
2. Brock Elliott Elementary
3. Calla High School
4. East Union High School
5. French Camp Elementary
6. George Komure Elementary
7. George McParland
8. Golden West Elementary
9. Great Valley Elementary
10. Joseph Widmer Elementary
11. Joshua Cowell Elementary
12. Lathrop Elementary
13. Lathrop High School
14. Lincoln Elementary
15. Manteca High School
16. Mossdale Elementary
17. MUSD Online Academy
18. Neil Hafley Elementary
19. New Haven Elementary
20. New Vision High School
21. Nile Garden Elementary
22. Sequoia Elementary
23. Shasta Elementary
24. Sierra High School
25. Stella Brockman Elementary
26. Veritas Elementary
27. Walter Woodward Elementary
28. Weston Ranch High School
29. Yosemite Community Day School

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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])

Unduplicated Pupils (UP): is a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal or is a foster youth. (*EC* Section 42238.02)

MUSD Vision: Every student works to achieve grade-level standards, feels safe, and is supported to realize individual success.

MUSD Mission: Through smart actions and decisions, MUSD will work together using meaningful, measurable, and aligned data for all students to achieve mastery of grade-level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security, and climate.



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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>.

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1—Safe and Supportive Environment

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

MUSD department of Expanded Learning Opportunities division in partnership with the Expanded Learning Guiding Coalition, made up of district/site administration and community partners, will collaborate to support Expanded Learning Opportunity Programs (ELO-P).

Communication will be sent to all families of students UP in grades Universal TK (UTK)-6th grade about the available Expanded Learning Opportunity Programs which they are provided the opportunity to access. Opportunities will be offered on MUSD school site campuses and transportation may be provided to attend off-site enrichment activities and excursions. Priority enrollment is considered for all UTK-6th grade unduplicated pupils. Upon meeting the requirement of offering and providing access to the appropriate number of UTK-6 pupils, based on MUSD's unduplicated pupil percentage (UPP), a minimum of nine hours of combined instructional time and in-person Expanded Learning Opportunities on at least 30 non schooldays. Once the requirement is met, MUSD may exceed the requirements and provide access to additional grade spans for elementary, middle, and secondary pupils and/or provide expanded hours of programming EC Section 46120(b)(1). A wait list may be developed should interest exceed enrollment capacity.

Training is scheduled to provide a physically and emotionally safe environment for participating students. Staff of before/after school programs will be trained and will follow the current district policies and procedures for student access and safety during non-instructional/school day hours and will adhere to established district safety protocols. Custodial staff will support expanded learning programs, and supplies/materials/equipment will be purchased to ensure student safety.

Staff are trained in social emotional skills (SEL: Social Emotional Learning Skills) and strategies to support students. The district adopted SEL curriculum and programs will be used to support participating students.

As the Expanded Learning Opportunities program continues to grow there is a need for additional facilities. MUSD will provide/make available facilities to meet the growth need including but not limited to portable classroom buildings on school sites that are able to accommodate the additional facilities. The Expanded Learning Opportunities program may share the cost for the moving and installation of portable

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buildings with MUSD. Expanded Learning funds may also be used to improve existing facilities for the intended purpose of accommodating program growth and capacity to comply with Expanded Learning mandates in providing access to unduplicated pupils both on-site and off-site. Furniture and storage may be purchased to support program needs.

MUSD and school sites may hold events and activities outside of the regular school day to promote school connectedness and building a safe environment.

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.

All MUSD elementary schools will host in-person before/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. Opportunities may be provided by approved vendors offering academic support as well as physical activity and enrichment opportunities in a safe and engaging environment.

Needs are identified through ongoing communication with site administration/staff, community/parent surveys, student surveys/feedback and other means. Students may participate in incentive programs and earn incentives based on identified school site needs aligned to their site strategic plan.

MUSD staff and community partners will provide opportunities for enrichment to active MUSD students outside of the regular school day which allows for students to choose opportunities in their specific areas of interest. Necessary materials, supplies, and staff will be funded.

Approved community partners through the Request for Proposal (RFP) process:

GECAC

Elevo

C-A-P-C

Manteca City Parks and Recreation

YMCA

San Joaquin County Office of Education

City of Lathrop

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3—Skill Building

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

The Expanded Learning Opportunities Program provides experiences through enriching opportunities to build skills in areas such as Fine Arts, Computer Science, and STEAM as well as supporting social emotional, physical activity and academics. The Expanded Learning Program will plan and provide cultural experiences for students, families, and the community. Programs will plan and provide structured lessons/activities to support students in building skills through choosing clubs and/or activities of their area(s) of interest.

4—Youth Voice and Leadership

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

Students in Expanded Learning Programs have voice and input through surveys. They can choose enrichment clubs/activities of their interest and that fit their needs. Input and choice support students in becoming an advocate for their personal and academic needs. Students in programs engage in collaboration and team building through projects, hands on learning and speaking and listening opportunities. Ongoing opportunities for students to have both voice and choice will be explored and created through the Expanded Learning Guiding Coalition. Students in grades 6-12 can mentor students in programs through leadership roles. Expanded Learning Programs will provide opportunities for students that encourage school connectedness and leadership roles outside of the regular school day.

5—Healthy Choices and Behaviors

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

The Expanded Learning Program adheres to the Wellness Policy developed in 2016 (revised in 2017) to promote healthy lifestyles for students and staff. The program promotes healthy habits and regular physical activity through structured health, social emotional and physical activity curricula. Expanded Learning partners with MUSD Nutrition Services to provide a healthy snack and supper daily for students in the in-person before/after school Expanded Learning Opportunities program as well as meal service during scheduled intersession dates. MUSD Nutrition Services provides two hours of training quarterly to program staff to

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support meal service. Meals and/or snacks may be provided in partnership with Nutrition Services for Expanded Learning opportunities.
Sample supper menu:

September 2023 Supper Menu

Monday	Tuesday	Wednesday	Thursday	Friday
 NO SCHOOL	 Carbohydrates for Fresh Fruits Apple (13), Sliced Apples (8), Nectarines (14), Peach (14), Oranges (16), Plum (10), Raisins (33)	1 WG Chicken Corn Dog(30) Tater Tots(14) Whole Fresh Fruit Baby Carrots(8) 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2)	4 WG Grilled Cheese Sandwich(31) Sweet Potato Crinkle Fries (19) Whole Fresh Fruit 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2)	5 WG Three Cheese Calzone(33) Whole Fresh Fruit Baby Carrots(8) 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2)
11 WG Homestyle Chicken Sandwich (43) Sweet Potato Crinkle Fries (19) Whole Fresh Fruit 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing Pkts BBQ Sauce (3)	12 WG PizzaBoli (34) Whole Fresh Fruit Baby Carrots(8) 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2)	13 WG Mini Cheeseburger Twins (31) Cucumber Coins (3) Whole Fresh Fruit 1% White Milk (16) or Fat Free Chocolate Milk (21) Ketchup (3) & Mustard (0)	14 WG Beef & Cheese Chimichanga (43) Buttered Corn (16) Whole Fresh Fruit 1% White Milk (16) or Fat Free Chocolate Milk (21) Mild Taco Sauce(1)	8 WG Cheese Pizza(35) Pineapple Fruit Cup(15) Baby Carrots(8) 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2)
18 WG Chicken&Cheese Tamales (45) Buttered Corn (16) Whole Fresh Fruit 1% White Milk (16) or Fat Free Chocolate Milk (21)	19 WG Grilled Cheese Sandwich(31) Sweet Potato Crinkle Fries (19) Whole Fresh Fruit 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2)	20 WG Three Cheese Calzone(33) Whole Fresh Fruit Baby Carrots(8) 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2)	21 WG Chicken Corn Dog(30) Tater Tots (14) Whole Fresh Fruit 1% White Milk (16) or Fat Free Chocolate Milk (21) Ketchup (3) & Mustard (0)	22 WG Cheese Pizza(35) Pineapple Fruit Cup(15) Baby Carrots(8) 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2)
25 WG Homestyle Chicken Sandwich (43) Sweet Potato Crinkle Fries (19) Whole Fresh Fruit 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2) BBQ Sauce (3)	26 WG PizzaBoli (34) Whole Fresh Fruit Baby Carrots(8) 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2)	27 WG Mini Cheeseburger Twins (31) Cucumber Coins (3) Whole Fresh Fruit 1% White Milk (16) or Fat Free Chocolate Milk (21) Ketchup (3) & Mustard (0)	28 WG Beef & Cheese Chimichanga (43) Buttered Corn (16) Whole Fresh Fruit 1% White Milk (16) or Fat Free Chocolate Milk (21) Mild Taco Sauce Packet(1)	29 WG Pepperoni Pizza (33) Pineapple Fruit Cup(15) Baby Carrots(8) 1% White Milk (16) or Fat Free Chocolate Milk (21) Ranch Dressing (2)

Menu is subject to change. This institution is an equal opportunity provider & ***Carbohydrate information reviewed by MUFG Registered Dietitian

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.

Community communication is provided in all significant languages to MUSD students. In planning community communication, community needs for receiving it are considered. A variety of communication strategies are used including email, social media, phone (call, text, automated messaging system), mail as well as paper flyers sent home. Materials and supplies may be purchased for school sites to enhance school communication for enrichment opportunities within their community.

We commit to ensuring that all partners uphold educational equity as an essential principle of the Expanded Learning Program that is integrated into all policies,

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practices, operations, and processes to yield equitable access for all students. The Expanded Learning program will plan and provide cultural experiences for students, families, and the community. Priority access to Expanded Learning Opportunities is given to unduplicated pupils. The Expanded Learning Guiding Coalition, including community partners, will address barriers for students with disabilities who may need additional services to support their needs while participating in the program and/or program activities.

7—Quality Staff

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

Staff providing services to the in-person before/after school 9-hour day program must meet the minimum qualifications as stated in the MUSD Instructional Aide Paraprofessional job description. Staff are required to complete all mandated trainings as well as attend scheduled professional development based on assessed program needs.

Enrichment opportunities provided by community vendors follow the MUSD process outlined through risk management. Certificated and classified MUSD employees provide enrichment opportunities for students.

8—Clear Vision, Mission, and Purpose

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

The Expanded Learning Program supports MUSD's vision and mission:

MUSD Vision: Every student works to achieve grade-level standards, feels safe, and is supported to realize individual success.

MUSD Mission: Through smart actions and decisions, MUSD will work together using meaningful, measurable, and aligned data for all students to achieve mastery of grade-level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security, and

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climate.

The Expanded Learning Guiding Coalition has given input on goals that support MUSD targets aligned to site specific strategic planning for enrichment and academic opportunities.



Expanded Learning Guiding Coalition, including community partners will work to continually refine goals, processes and procedures based on data.

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.

Expanded Learning Guiding Coalition meets continually throughout the year to give input, collaborate on and plan program supports and opportunities for students.

The Expanded Learning Program continually seeks community members, vendors, MUSD staff and other organizations to provide academic and enrichment opportunities to MUSD students.

Expanded Learning Program follows the MUSD Request for Proposal (RFP) bid process for consideration of services exceeding the budget threshold.

Current approved vendors are:

- GECAC
- Elevo
- C-A-P-C
- Manteca City Parks and Recreation
- YMCA
- San Joaquin County Office of Education
- City of Lathrop

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

A continuous quality improvement cycle for MUSD's Expanded Learning Program will be in place with three components: Assessment of Program Quality, Planning, and Improvement of Program Quality.

- **Assessment of Program Quality:**
District Expanded Learning division will collaborate with Guiding Coalition members, including community partners to evaluate, refine and plan services for students based on data throughout each year.
- **Planning:**
Through a cycle of refinement district Expanded Learning division will collaborate with Guiding Coalition members, site administration and community partners to set goals, self-evaluate, implement goals, develop actions plans, and monitor progress.
- **Improvement of Program Quality:**
Action Plans will be implemented, taking the necessary time to reflect upon progress and analyze data along the way. Once key goals are met, we will reassess our implementation plans and update the action plan accordingly.

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11—Program Management

Describe the plan for program management.

Expanded Learning Opportunities division collaborates with MUSD Educational Services to ensure appropriate planning and management of programs and activities offered. The Coordinator of Expanded Learning is the liaison for community, vendors, MUSD administration and staff as well as district, county, and state level leadership.

The Expanded Learning Guiding Coalition collaborates to review the Expanded Learning Opportunities Program Plan. The MUSD Board of Education reviews and approves the plan. The plan is implemented and overseen by the Coordinator of Expanded Learning.

The Coordinator of Expanded Learning collaborates services with departments within MUSD such as:

- Community Relations and Engagement
- Student Programs
- Facilities and Operations
- Business Services
- Health Services
- Human Resources
- Informational Technology
- Nutrition Education
- Equity and Access
- Safety and Emergency Preparedness
- Student Accountability and Achievement
- Special Education
- Student Services
- Transportation

Expanded Learning division works alongside MUSD union partner groups.

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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.

It is the goal of Manteca Unified School District's Expanded Learning division to create one cohesive Expanded Learning program for all TK-12 school sites. Currently, the ASES grant serves ten (10) sites. The Expanded Learning Guiding Coalition is made up of stakeholders from all programs and meets throughout the year to collaborate on adopting and ensuring program guidance. ASES requirements are used as a foundation for all Expanded Learning programs. Other district funding sources are used to support enrichment opportunities that do not meet the criteria for ELO-P.

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?

MUSD collaborates with Vendors to recruit staff to support the in-person before/after school expanded learning opportunities program. The staff to student ratio is monitored and staffing is adjusted based on enrollment as needed. MUSD works with and supports professional development for all hired staff relevant to transitional kindergarten and kindergarten. There are three (3) designated professional development days per year for vendors. The Expanded Learning Guiding Coalition meets throughout the year to collaborate on and implement relevant professional development as well as processes and procedures to support staff in working with younger students. The Expanded Learning division collaborates with the Early Learning division to support transitional kindergarten and kindergarten students. Intersession and before/after school intervention support is provided to transitional kindergarten and kindergarten students.

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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.

Transitional Kindergarten
Sample School Day with Before & After School Program:

Time	Description
6:00am – 8:00am	Before School Program
8:00am – 2:25pm 8:00am – 12:15pm	Regular School Hours Minimum Day Hours
2:25pm. – 6:00pm	After School Program

Kindergarten
Sample School Day with Before & After School Program:

Time	Description
6:00am – 8:00am	Before School Program
8:00am – 2:20pm 8:00am – 12:15pm	Regular School Hours Minimum Day Hours
2:20pm. – 6:00pm	After School Program

Intersession Sample 9hr. Day Program

Time	Description
8:00am –5:00pm	9hr. Day Program Hours

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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 school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non schooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites 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

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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.