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:	Jefferson 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. Jefferson 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.

Overview
Moving into the 2025–2026 school year, Jefferson Elementary currently has four enrolled students, with additional families projected to join. Our close-knit learning community is led by a Principal–Teacher with over 25 years of experience—and who has received formal trauma-informed practices training—and supported by an Instructional Aide who will be present throughout the Extended Learning Opportunities Program (ELOP).

On-Site Learning & Safety Protocols

Enrichment takes place on campus in our main classroom and multipurpose room.

Facilities undergo annual safety inspections by Keenan Insurance and local authorities, with all protocols documented in our LCAP/SARC.

The annual safety plan review ensures staff training compliance:

First-aid certification is mandatory for the Instructional Aide and other appropriate staff.

Food-handling certificates are recommended and fulfilled through the Hollister School District, which provides snacks and meals.

The Principal–Teacher has received formal trauma-informed practices training, supporting a compassionate, student-centered environment.

The Principal–Teacher resides on-site, ensuring continuous adult supervision and rapid response capability.

Off-Site Enrichment & Transportation

Located 35 miles from Hollister, we enhance learning through field trips and community-based experiences.

Transportation is provided by school staff, approved volunteers, or parents (eligible for mileage reimbursement).

Drivers must hold a valid license and personal auto insurance; parents may only transport their own child.

All off-site activities are pre-approved by the Principal–Teacher, school board, and families to ensure safety and instructional relevance.

Attendance & Student Tracking

Daily attendance is meticulously recorded; absences and early dismissals are coordinated directly with families.

Off-site participation is optional and based on each student's interests and family preferences.

The Principal–Teacher and Instructional Aide collaborate closely to ensure enrichment aligns with academic and social-emotional goals.

Volunteer Screening & Future Planning
While we currently do not use volunteers in ELOP, we maintain a future-ready screening policy, requiring background checks and clearance for any prospective volunteer before engaging in on-site or off-site support.

Mileage Reimbursement Procedures
Reimbursements are processed through the San Benito County Office of Education, using a standard mileage log and submission form.

Eligibility: school staff and parents driving their own child

Timeline: processed within one month of submission, though timing may vary slightly

Risk Management & Supervision
We currently meet and exceed recommended supervision standards by maintaining two adults for every student. All emergency response protocols and driver qualifications are thoroughly documented in the district's SARC, ensuring full preparedness.

Feedback Strategy
Feedback is collected through ongoing one-on-one conversations, fitting our program's intimate scale and facilitating individualized support.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Active and Engaged Learning

Jefferson Elementary's ELO-P program offers students active, hands-on learning experiences that support and extend the instructional day without duplicating it. Our approach balances interactive enrichment, community-based exploration, and individual academic support, all aligned with STEAM, wellness, and arts standards to foster academic growth, student agency, and community connection.

Off-Campus Enrichment Activities
These experiences broaden students' perspectives through:

Robotics explorations via our current partnership with San Benito Robotics

Potential future YMCA swim lessons and physical enrichment

Theater, art camps, museum visits, and nature field trips

Each activity is chosen to align with curriculum goals and enrich student learning beyond the classroom. The Principal–Teacher or qualified staff manage transportation and supervision, with mileage reimbursement available for approved drivers.

On-Campus Enrichment Activities
After-school and intersession sessions focus on creative and technical themes:

Music and engineering mini-lessons

Garden and nutrition projects

STEM, environmental science, and arts units

We engage local experts—or contractors when needed—to lead specialized workshops (e.g., coding, cooking, visual arts), ensuring depth and relevance in student learning.

Homework Support, Intervention, and Tutoring
Personalized academic support includes:

Dedicated time during ELO-P for homework help

Small-group or individual tutoring in literacy, math, and foundational skills

Data-informed instruction using STAR 360, ST Math, and Reading A–Z

These supports complement the instructional day and allow flexible pacing tailored to each student's learning needs.

Strategic Enhancements

Curriculum Integration
All activities—on- and off-campus—are explicitly aligned with STEAM, wellness, or arts standards to reinforce instructional coherence and student learning objectives.

Community Partnerships

San Benito Robotics (active this year) delivers hands-on STEM enrichment

Planned future collaboration with YMCA to expand physical enrichment opportunities

Student Voice and Choice
Activity planning incorporates ongoing student feedback, enabling learners to express preferences that directly shape the enrichment calendar (e.g., robotics, art, gardening)

3—Skill Building

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

Jefferson Elementary's ELO-P program supports the development of academic, social-emotional, and real-world skills, using data-driven planning, personalized instruction, and hands-on experiences.

1. Academic Skill Monitoring and Support
The Principal–Teacher uses ongoing assessments (e.g., STAR?360) and classroom observation to pinpoint literacy, math, and critical thinking goals aligned with Common Core standards. ELO-P incorporates:

Targeted mini-lessons and activities tailored to identified needs

Small-group or one-on-one tutoring using tools like ST?Math and Reading?A–Z

Progress tracking through dated reports and documented session outcomes

2. Differentiated Instruction and Growth Tracking
Learning is personalized to suit diverse skill levels. Enrichment pathways challenge proficient students, while supportive interventions reinforce foundational concepts. Progress is monitored dynamically via assessment data and student work portfolios.

3. Social-Emotional and Executive Function Development
Collaborative projects—such as robotics and gardening—promote teamwork, planning, self-regulation, and perseverance. Staff model purposeful language and reflection, integrating Social-Emotional Learning (SEL) competencies into each activity.

4. Real-World Application and Transfer
Hands-on opportunities enable students to apply skills in context:

Robotics through San Benito Robotics projects—building critical thinking and engineering awareness

Garden projects—teaching planning, measurement, and environmental stewardship

These contextual experiences reinforce classroom learning and support skill transfer between settings.

5. Reflection and Self-Awareness Tools
Students engage in reflective practice through guided prompts like:

“Today I showed perseverance when I…”

“My next goal is to improve…”

These encourage metacognition, help students track their progress, and foster a sense of ownership over their growth.

4—Youth Voice and Leadership

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

Jefferson Elementary’s ELO-P program centers student choice, empowerment, and leadership development, nurturing confidence, communication, and organizational skills.

1. Student-Informed Planning

Students share ideas and express interests during one-on-one conversations with the Principal–Teacher.

Their input directly shapes enrichment offerings—from topics to formats—ensuring programming reflects their passions and drives engagement.

2. Choice Within Activities

Even in structured lessons, students select elements such as project topics, roles, or presentation approaches.

These decisions build autonomy, decision-making abilities, and strengthen internal motivation.

3. Leadership Roles and Responsibilities

Students are invited to take on age-appropriate leadership roles—such as distributing materials, supporting peers, or co-leading activity components.

These responsibilities foster interpersonal communication, problem-solving, organization, and teamwork.

4. Reflection, Goal-Setting, and Self-Advocacy

Each session concludes with guided reflection, prompting students to articulate what they learned and set goals for the next day.

A sample prompt: "What would you like to do more of next week?"

This practice supports self-awareness, forward planning, and personal growth.

5. Celebration and Recognition

Student leadership and contributions are highlighted during group share-outs or school communications, reinforcing civic engagement and community pride.

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.

Jefferson Elementary supports students in making healthy choices by providing nutritious meals and promoting positive wellness habits during ELO-P hours.

Nutritious Meals and Snacks

We partner with the Hollister School District (HSD), following USDA nutrition guidelines and the district's menu cycle, to offer meals and snacks that meet all state and federal standards.

The Principal–Teacher or Instructional Aide serves food daily, ensuring students receive balanced options.

Strict dietary accommodation protocols are in place through HSD, ensuring safe inclusion for students with allergies or special dietary needs.

Opportunities for Healthy Behavior

During the summer program, students engage in structured physical activity daily.

During the after-school program, students enjoy a 10-minute outdoor movement break to transition between academic instruction and enrichment, supporting their physical and cognitive wellness.

Staff model mindful eating, hygiene (e.g., handwashing; use of hand sanitizer), and respectful mealtime behaviors to reinforce healthy habits.

Wellness Education & Student Participation

Students receive informal reminders about hydration, sleep, and nutrition (e.g., “Drink your water before we start”).

They also practice leadership and choice by occasionally helping to select or serve fruits and vegetables, fostering responsibility and engagement.

All food and wellness practices adhere to HSD's established safety and nutrition guidelines.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Jefferson Elementary’s ELO-P is committed to fostering an inclusive environment that celebrates cultural and linguistic diversity, promotes equitable access, and supports all learners—especially those in our rural community with limited peer interaction.

Expanding Social and Cultural Exposure

We partner with other rural schools and community organizations to offer regular field trips and collaborative activities, enabling students to engage with peers from diverse backgrounds and build social networks. These experiences directly support district SEL (Social-Emotional Learning) goals by enhancing students’ social awareness, relationship skills, and cultural empathy.

Inclusive Support for Students with Disabilities

Activities are differentiated and scaffolded to ensure meaningful participation for all students, including those with IEPs or special needs.

The Principal–Teacher and Instructional Aide implement accommodations such as visual supports, assistive technology, structured prompts, and one-on-one guidance.

Progress is closely monitored and activities adapted to individual learning profiles, supporting student self-management and growth mindset—key SEL competencies.

Access and Equity in Participation

There are no financial barriers: transportation, meals, and enrichment activities are fully covered by district funding or community partnerships.

Program planning intentionally reflects a diversity of learning styles, cultural backgrounds, and languages; students are encouraged to contribute their perspectives and preferences.

Families are engaged as partners through regular two-way communication, ensuring programming is culturally responsive and aligned with students’ identities and strengths.

Support for English Learners & Multilingual Learners

Visual aids, bilingual signage, and language scaffolding support English Learners in fully accessing activities.

Instruction is adapted to each student's language proficiency, thereby fostering self-efficacy and interpersonal communication skills—aligned with SEL and equity goals.

7—Quality Staff

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

Jefferson's Expanded Learning Opportunities Program is staffed by a full-time instructional aide who provides consistent support and supervision of students during all scheduled ELO-P hours. The aide builds strong relationships with students and maintains a safe, positive learning environment throughout the program day.

Program oversight is provided by the credentialed teacher/principal, who manages the ELO-P plan, supervises staff, and offers guidance and support both in person and through ongoing collaboration. The credentialed teacher is present on-site as needed to assist with planning, supervision, and enrichment opportunities.

As part of program requirements, the full-time instructional aide will complete first aid certification through an approved outside provider prior to serving independently. If staffing adjustments are needed, qualified substitutes will be secured on an as-needed basis to ensure continuity of care.

Jefferson also partners with the San Benito County Office of Education (SBCOE), participating in Professional Learning Network (PLN) meetings and accessing regional resources to strengthen program quality. When appropriate, local volunteers or contracted instructors may assist with enrichment activities under the direction of the credentialed teacher/principal.

This staffing model ensures that students are supported by qualified, caring adults in a safe, well-supervised environment aligned with the goals of the Expanded Learning Opportunities Program.

8—Clear Vision, Mission, and Purpose

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

Input from groups such as our parents, students, and staff have informed our expanded learning programming goals for 2023-2024 as follows:

- Provide students with opportunities to develop academic competencies and skills.
- Provide enrichment activities for students that support academic achievement, Technology Engineering Art and Math (STEAM), or physical fitness.
- Collaborate with community partners to support all students and educators in activities that enhance students' real-life skills, career exploration, social and emotional development, and academics.
- Employ and retain exemplary staff and provide quality assurance monitoring by the Teacher/Principal for other service providers.
- Provide nutrition and healthy living education to promote overall student wellness.

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.

Jefferson's Expanded Learning Opportunities Program (ELO-P) is rooted in the school's overarching mission and vision, while addressing the specific developmental needs of students beyond the traditional school day.

Vision:
All Jefferson students will thrive in a safe, inclusive learning environment that nurtures academic growth, social-emotional well-being, and lifelong curiosity.

Mission:
To provide a high-quality education tailored to the needs of a small, rural school community—ensuring every student has access to academic support, enrichment opportunities, and caring adult relationships that empower them to meet their full potential.

Purpose of the ELO-P Program:
Jefferson's ELO-P expands on the school-day mission by offering structured, engaging learning experiences during non-school hours that promote whole-child development and foster joyful learning. The program builds on input from students, families, and staff to establish the following goals:

Offer hands-on academic and enrichment activities that build student confidence and skills in literacy, math, science, and creative expression.

Provide access to STEAM (Science, Technology, Engineering, Art, and Math) activities, physical fitness, and real-world problem solving.

Support social-emotional growth through small group interactions, outdoor play, and positive adult-student relationships.

Collaborate with community partners and local experts to enhance program offerings and connect learning to students' lives.

Maintain consistent, caring staffing through the hiring and support of qualified staff members, including full-time instructional aides supervised by the credentialed teacher/principal.

Promote overall wellness through healthy snack routines, movement breaks, and conversations about nutrition and self-care.

Through this integrated vision, mission, and purpose, Jefferson's ELO-P program reflects the district's commitment to equity, engagement, and whole-child learning in a small school setting.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Jefferson's Expanded Learning Opportunities Program uses a flexible, responsive approach to continuous quality improvement (CQI), grounded in regular communication, observation, and feedback from students, families, and staff. Because of the school's small size and close-knit community, the program is uniquely positioned to make real-time adjustments that directly respond to student needs and interests.

Feedback is gathered informally on a regular basis and formally at the end of each major program activity or enrichment cycle. The credentialed teacher/principal and full-time instructional aide reflect on student engagement, identify areas of strength, and discuss potential improvements. Input is also sought from students through conversation and creative reflection activities, and from families during pick-up times or regular school events.

Key takeaways and trends are shared during School Board meetings as part of ongoing program transparency and accountability. This ensures that program decisions remain aligned with Jefferson's vision for whole-child learning and that all stakeholders have opportunities to contribute to program development.

By maintaining open lines of communication and cultivating a culture of shared ownership, Jefferson's CQI process ensures that the ELO-P program remains dynamic, student-centered, and responsive to the evolving needs of its rural school community.

11—Program Management

Describe the plan for program management.

Jefferson's Expanded Learning Opportunities Program is managed by the credentialed teacher/principal, who oversees daily operations, supervises staff, and ensures alignment with program goals, safety standards, and student needs. Program components are reviewed regularly and presented to the School Board for approval and updates during monthly board meetings. This process provides transparency and allows for timely adjustments based on enrollment, staffing, or feedback.

The program is designed to meet California's expanded learning time requirements by offering non-school day and after-school hours in alignment with state guidelines. Families are informed of the full range of available hours, and—per state policy—have the option to request a modified schedule that meets their child's needs. Jefferson honors these requests while maintaining capacity for all enrolled students to access the full program.

Fiscal oversight is provided in partnership with the San Benito County Office of Education (SBCOE), which supports budget tracking and ensures compliance with state funding requirements. The district contracts with SBCOE for fiscal services to maintain accurate records, meet reporting deadlines, and monitor expenditures in alignment with the approved ELO-P plan.

This collaborative approach to program and fiscal management ensures that Jefferson's ELO-P remains well-organized, fiscally sound, and responsive to the evolving needs of the school community.

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.

Jefferson Elementary does not participate in the ASES or 21st CCLC grant programs.

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?

Jefferson's Expanded Learning Opportunities Program is designed to meet and exceed the state-required 10:1 pupil-to-staff ratio for Transitional Kindergarten (TK) and Kindergarten students. With a total enrollment of just four students and a full-time instructional aide dedicated to all ELO-P hours, the staff-to-student ratio remains well below this threshold at all times.

Should TK or Kindergarten students enroll, the program is fully prepared to serve them in a developmentally appropriate, nurturing environment. The ELO-P schedule already reflects intentional design elements that support the needs of younger learners, including:

Predictable routines and smooth transitions

Ample time for hands-on exploration, sensory play, and movement

Gentle pacing that balances structured learning with creative choice

Social-emotional learning activities embedded throughout the day

The full-time instructional aide will receive targeted onboarding and professional development to prepare for working with younger children. This includes first-aid certification through an approved external provider and personalized training provided by the teacher/principal focused on early childhood best practices.

Daily ELO-P activities are grounded in play-based learning, outdoor exploration, and opportunities for social connection. As part of Jefferson's small-school model, all students receive personalized attention and continuity of care, which is especially beneficial for TK/K learners. The program is flexible enough to adjust based on developmental needs while maintaining high-quality supervision and a safe, engaging environment.

Jefferson's existing staffing model and tailored schedule ensure that the program is ready to meet the needs of our youngest learners with confidence, care, and creativity.

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.

Sample Summer Schedule – Jefferson ELO-P (8-Hour Day)
Jefferson's Expanded Learning Opportunities Program operates under an approved rural exemption, meeting the 8-hour daily requirement during the summer. The schedule is designed to balance academic learning, enrichment, physical movement, and social-emotional support while remaining responsive to student interests and family feedback.

General Summer Schedule Structure (8:00 a.m. – 3:45 p.m.):

7:45–8:30 a.m. — Arrival, Breakfast and Morning Routine
Students begin the day with calm, structured activities such as journaling, independent reading, art stations, or welcome games.
Breakfast is offered within this time frame.

8:30–9:30 a.m. — Academic Support Block
Individualized or small group instruction focused on literacy, math, or integrated themes, informed by STAR 360 data.

9:30–10:00 a.m. — Snack and Movement Break
Healthy snack followed by supervised outdoor play or structured physical activity.

10:00–11:30 a.m. — Enrichment Block
STEAM, gardening, art, or science. Local experts or volunteers may assist under staff supervision.

11:30 a.m.–12:00 p.m. — Lunch and Social Time
Shared meal followed by free play or social connection activities.

12:00–1:30 p.m. — Quiet Time and Independent Exploration
Calm activities for TK/K; interest-based centers for all students.

1:30–2:30 p.m. — Physical Activity and Social Games
Games, nature walks, or team-building to promote wellness and social skills.

2:30–3:30 p.m. — Second Enrichment or Reflection Block
Enrichment projects, journaling, or collaborative learning.

3:30–3:45 p.m. — Closing Circle and Dismissal
Group reflection and dismissal routines.

Field Trip Days:
Field trips are scheduled periodically to enhance enrichment. Most occur within the 8-hour window; some may be extended due to rural travel needs. Parent permission is required for extended outings. Staff-to-student ratios meet or exceed all state requirements, including 10:1 for TK/K.
Sample School-Day Schedule – Jefferson ELO-P (8-Hour Day)

Jefferson's Expanded Learning Opportunities Program meets the 8-hour day requirement under rural program guidelines. The regular instructional school day ends at 2:45 p.m., with ELO-P activities continuing until 3:45 p.m. This schedule reflects parent feedback and current staffing capacity.

Typical School-Day ELO-P Schedule:

7:45–2:45 p.m. — Core Instructional Day
Standards-based classroom instruction.

2:45–3:00 p.m. — Transition and Outdoor Play
Supervised outdoor activity to help students reset and move.

3:00–3:15 p.m. — Healthy Snack
Nutritious snack provided daily to support wellness.

3:15–3:45 p.m. — Homework Support and Enrichment
Homework help, academic reinforcement, or rotating enrichment activities (STEAM, art, projects).

3:45 p.m. — Dismissal
Students dismissed following a calm transition and wrap-up routine.

This school-day schedule ensures continuity and support for students beyond core hours. Families may request reduced participation as needed.

This Expanded Learning Opportunities Program Plan, including summer and school-year schedules, was reviewed and updated at the June 18, 2025 Jefferson School Board meeting.

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.