# Monte Rio Union School District

## Expanded Learning Opportunities Program (ELO-P) Plan

**Local Educational Agency (LEA) Name: Monte Rio School**

**Contacts:** **Liza Eichert, Principal**
**leichert@monteriousd.org**
**707-239-3753**

**Dr. Barbara Bickford, Superintendent**
**bbickford@monteriousd.org**
**707-865-2266 extension 123**

**School Site Selected to operate ELO-P:**

**Monte Rio School**
**20700 Foothill Dr., Monte Rio, CA 95462**
**Phone 707.865.2266 | Fax 707.865.9356**

**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” (ELO) 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.

# *Monte Rio School*

# *Responses to Quality Standards Elements*

## 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.*

Monte Rio School will offer expanded learning opportunities to students in safe and supportive environments both onsite and off campus. Monte Rio will enrich and build on existing onsite expanded learning opportunities for students before and after school. Our programs are currently led by school instructional staff and paraprofessionals as well as trusted, supportive Monte Rio and Boys and Girls Club staff all of whom participate in on-going health and safety procedures, training, and practice drills. The after school ELO programs integrate Monte Rio School's positive behavior intervention and support (PBIS) program driven by our school's newly adopted Portrait of A Graduate. In addition we maintain 1:20 staff youth ratio and a 1:10 ratio for any group that includes TK and Kindergarten students.

**Current Onsite ELO offerings:**

- Breakfast begins at 8:00am daily before classes begin and all Monte Rio students are offered free prepared on site breakfast in a calm, social, supervised environment with peers.
- The Boys and Girls Club offers a safe, nurturing after care option for students until 6:00 pm daily which includes academic support with homework, free play, organized activities and snack.
- Math Club is offered for an hour daily after school to provide academic support for any interested students.
- Art Therapy is offered in 6 week sessions for all students in grades 3-8th
- Summer School is staffed by a Monte Rio teacher, librarian and instructional assistant. The program typically runs for a little under four weeks from 8:30am-5:30pm. With instruction in the mornings followed by enrichment in the afternoons culminating with a field trip to the California Academy of Sciences.

**Future ELO Offerings:**

- Afterschool Recreational Sports Program to engage students of all ages in a variety of physical sports activities throughout the year in a cross age, structured environment with their peers.
- Afterschool Enrichment Program to strengthen and grow our program based on the

needs and interests of students and families. In this planning year, we will invest in the ELO environment, and supplies and infrastructure for the program. We will recruit staff and community partners to offer six week sessions of enrichment classes in areas requested by students and families (i.e. sports, arts and environmental sciences).

- Spring Break Environmental/STEAM Camp (5 days) March 16-20th
- Extended Summer School In the coming year this program will be enriched and expanded to serve students for 24 days from 8:30am-5:30pm.
- Back to School Camp (2 days) in early August

## 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 ELO programs at Monte Rio after school will offer:**

- Daily academic support and enrichment, to support student academic success
- Daily instructor led outdoor play and physical activity to increase student activity levels and healthy exercise habits.
- Sessions focussed on a variety of sports
- Hands-on learning experiences, including STEAM and play based opportunities
- Place-based outdoor learning and service learning experiences

The campus is nestled amongst redwoods and features a thriving garden as well as an environmental learning area under the trees. These spaces are currently underutilized and it is through this plan, implementation of the Monte Rio Portrait of a Graduate and increased collaboration with community partners that we strive to bring place-based learning to our students.

Place-based outdoor learning provides a wide range of benefits for students, including increased environmental awareness, academic engagement, and personal development. By immersing students in their local ecosystems, it fosters a deeper connection to the natural world and promotes environmental stewardship. This learning approach makes academic content more meaningful by linking it to real-world contexts, encouraging hands-on, inquiry-based experiences that develop critical thinking and problem-solving skills. It also supports social-emotional growth by promoting a sense of belonging, enhancing collaboration, and giving students more ownership over their learning. Additionally, outdoor learning contributes to better physical and mental health by increasing physical activity, reducing stress, and boosting cognitive function. Overall, place-based outdoor learning offers a holistic educational experience that nurtures both academic success and personal well-being.

As we move toward offering the full requirement of intersessional ELO during summer, weekends and vacations, opportunities may be offered to Monte Rios students in partnership with local community organizations who have existing programs in our small rural community. Opportunities for outdoor exploration science camps on site and in the community will provide learning experiences that are hands-on, utilize multiple senses and support collaborative interaction with people in the larger community.

## 3. Skill Building

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

Our daily Homework Club provides a collaborative environment for students to receive academic support from skilled Boys and GIrls Club staff, credentialed teachers and their peers. Any student is welcome to this space after school to get help with work completion and tasks from the regular school day or extra support with targeted academic skills or concepts identified by their teacher. Students and staff at Homework Club build on 21st century skills as they utilize technology and work collaboratively to bolster academic success. In addition to Homework Club, students will be provided access to enriching educational opportunities and physical movement classes. In all areas, students will be encouraged to develop healthy growth mindsets, embrace their unique selves, build inclusive communities, engage in critical thinking, demonstrate care and become leaders of positive change.

## 4. Youth Voice and Leadership

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

Monte Rio School, a TK-8 school with multiage classrooms, is intentionally designed to foster student engagement and leadership development. Our Expanded Learning Opportunity (ELO) Program builds on this foundation by creating **structured, inclusive, and ongoing opportunities** for students to exercise voice and leadership.

**Student Involvement in Program Design and Implementation**

Students actively participate in shaping the ELO Program. Through regular feedback loops—including student-led listening circles, surveys, and group reflections—students share their interests, needs, and experiences. This feedback directly informs program offerings, instructional strategies, and enrichment activities. For example, students help choose games, design club activities, and co-create project-based learning opportunities, promoting a sense of ownership and agency.

**Leadership through Peer Collaboration**

Our multiage structure supports **peer coaching, mentoring, and leadership**. Students take on meaningful roles in enrichment programs and the Homework Club as peer tutors and team leaders, encouraging cross-age collaboration. This model not only deepens academic support but also builds leadership capacity, empathy, and communication skills among students.

**Tiger Teams and Student Council Leadership**

Tiger Teams—our student working groups—promote collaboration and leadership through team-based challenges and service projects. Additionally, our **Student Council plays a central leadership role** in school and ELO activities. Council members lead daily pledges, coordinate spirit days, organize schoolwide events, and regularly present ideas and feedback to staff, the ELO Director, and the School Board. Their input helps refine current programming and inspires new initiatives.

**Ongoing Reflection and Shared Decision-Making**

Our commitment to youth voice extends to our educational partners—students, staff, families, and board members—who participate in **ongoing program evaluation**. Feedback tools such as the Youth Truth Survey and our ELOP Fall survey (https://forms.gle/TiKDfcrnc8BjKKQp6) as well as community listening sessions ensure student and family perspectives are consistently valued and acted upon.

By embedding student leadership and voice throughout our ELO program—from planning and peer mentoring to governance and evaluation—Monte Rio ensures that students are not only participants but **co-creators of their expanded learning experience**.

**Tiger Teams** take place every Thursday after lunch and are designed to cultivate leadership and community across the entire school. All staff—from yard supervisors and librarians to classroom teachers and the principal—participate alongside students in mixed-age groups. Each team leader fosters a learner-centered environment that emphasizes belonging, voice, and shared responsibility. These cross-age teams highlight the diverse leadership contributions of every member of the school community, helping students see leadership modeled in multiple forms and roles. The structure provides opportunities for students and staff alike to develop leadership skills, build meaningful relationships, and engage in collaborative problem-solving. This year's Tiger Teams will follow a monthly cycle:

- **Week 1:** Class Huddle (Homeroom, Portrait of a Graduate Lesson)
  **Week 2:** Tiger Teams (Collaborative Activity or Lesson)
- **Week 3:** Tiger Teams (Continued Activity or Lesson)
- **Week 4:** Community Project (Campus care, gardening, composting, art, beautification, STEM, celebrations, and more)
- **Week 5:** Project Completion and Reflection (September/December)

## 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.*

Our ELO programs promote student well being by providing nutritious foods and ample opportunities for physical activity. All students are offered a free, nutritious breakfast daily before school begins. Healthy snacks are provided after school at the Boys and Girls Club before students begin Homework Club, Math Club or head off to enrichment program classes. Monte Rio is a sponsor of the National School Lunch and Breakfast Programs and operates under the Provision 2 qualification allowing all our students to receive two nutritious meals each day for free. Breakfast and lunch are prepared on-site. Snacks are purchased with ELO and other funds and we receive snack donations from the Redwood Food Bank, a community partner organization.

The school is committed to supporting students' health and social-emotional development through a variety of integrated programs. We utilize the **Character Strong** social-emotional learning (SEL) curriculum to promote empathy, resilience, and positive relationships across all grade levels. To further support emotional well-being, the school hosts **bimonthly therapy dog visits**, offering students a calming and therapeutic experience. Beginning in January, we will expand our after-school offerings through ELOP with **six-week Art Therapy sessions**, providing students a creative outlet to process emotions, reduce stress, and build self-awareness in a supportive environment.

In addition to the programming, Monte Rio seeks to use ELO-P funds to expand and improve the outdoor space that students use for physical activity during the ELO program after school such as the playground and sports fields. Creating a safe and engaging outdoor environment is our goal in this planning year.

## 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 ELO program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

The ELO programs are free and open to all Monte Rio students. This year through a partnership with Boys and Girls Club, all students have been auto-enrolled into the after care program eliminating additional paperwork and barriers for families. The school is also in the

process of revamping communications using ParentSquare. Communications are provided in English, Spanish and most other preferred languages in two way communication to make the information accessible to all our families. Intersessional programs offered to students in collaboration with other community organizations will be supported by ELO-P funds and free for families as we investigate and move toward offering 30+ intersessional 9 hour days at Monte Rio School.

All Monte Rio students are welcome in the ELO programs including students with disabilities. We are aware of and seek information and strategies to support all participant needs. We are in year two of training and certifying all staff in Welcoming Schools. Training focuses on preventing bias-based bullying, supporting transgender and non-binary students, and creating classrooms that welcome all families. The program also emphasizes an intersectional, anti-racist lens, addressing family diversity and fostering a safe and affirming school climate.

Our Expanded Learning Opportunity Program is designed with a deep commitment to supporting neurodiversity, cultural and linguistic diversity, and equitable access for all students. By integrating the *CharacterStrong* curriculum, we foster social-emotional learning through inclusive, strengths-based practices that honor the diverse ways students think, learn, and connect. We also implement Universal Design for Learning (UDL) best practices to ensure that learning experiences are accessible, engaging, and meaningful for all students, including those with disabilities. ELO-P ensures access and opportunity for students with disabilities by offering individualized supports, flexible learning environments, and adaptive materials aligned with IEP goals where appropriate. This inclusive approach guarantees that every student can fully participate and thrive in extended learning opportunities.

## 7. Quality Staff

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

Our ELO programs are run by quality Monte Rio and Boys and Girls Club staff who have regular training in health and safety, behavior management and other professional skills. All staff meet district requirements for paraprofessionals. Paraprofessionals participated in our summer professional development day, are completing annual online trainings through Public School Works and will be receiving additional training specific to the enrichment programs and students they serve. Most of the staff have been a part of the community for a long time, demonstrating dedication to the success of the program, ensuring development of trusted relationships and holding school, community and family histories to inform individualized care and connection.

The ELO program funds will allow the program to increase staffing and staffing hours, with the purpose of attracting a strong candidate pool and maintaining highly trained quality staff. Intersessional offerings and new offerings from community partners will be carefully selected based on quality of programming and reputation and record of community organizations offering classes and camps. All programs will be overseen by the school Principal, Liza Eichert.

## 8. Clear Vision, Mission, and Purpose

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

The Expanded Learning Opportunities Program at Monte Rio School will provide a safe and enriching learning environment for students outside the regular school day. Engaging ELO offerings with a focus on the whole child will promote academic success and physical and emotional wellbeing for students.

As the ELO programs are further developed at Monte Rio School, our educational partners (including students, staff, families, board and community partners) will have opportunities to provide input and feedback. The current programs have been built on the needs and input from our educational partners, specifically through the development of the school's Local Control Accountability Plan (LCAP) and Portrait of a Graduate. Carrying this new mission, vision and portrait throughout will deepen the overall purpose and impact.

Data is being collected monthly to capture student growth as well as overall impact, implementation and effectiveness of the new mission, vision and portrait. Results from these assessments and feedback from students, staff and families will be integrated into continuous improvement plans.

## MISSION STATEMENT

The mission of Monte Rio Union School District is to prepare our students to take their place as educated, impactful and involved community members by providing high quality learning experiences for all students.

## VISION

We will work as a school wide community to create and implement a strong program centered around the 5 pillars of our Portrait of a Graduate. Through thoughtful curricular integration, community partnerships, staff development and collaboration, and multi age learning groups, all staff will work to help our students learn vital skills for living a healthy life and build awareness of their own culture and its place in the broader community. Students will explore what ignites their interests and passions, and form goals to help them achieve their personal best. They will learn key lessons to help them adapt to the circumstances they encounter in the wider world, while ultimately understanding that they are potential agents of change at all levels of their community.

# PORTRAIT OF A GRADUATE

## BE HEALTHY



Personal Health • Growth Mindset • Physical Health

## BE YOURSELF



Uniqueness • Passion • Goal Oriented

## BE AWARE



Community • Impact • Empathy • Inclusion

## BE ADAPTIVE



Project Based • Thrive Through Change • Academic Focus • Critical Thinking

## BE THE CHANGE



Active Citizen • Demonstrate Care • Leadership

School Year 2024 - 2025
Share File: P.O.G.24-25

## 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.*

As we further develop the ELO program at Monte Rio School, we plan to seek collaboration with local entities to enhance our program. Monte Rio School has many existing local collaborative partnerships and we are investigating the potential to collaborate with these organizations in our ELO offerings. Local organizations with whom we have collaborated include: Boys and Girls Club, River to Coast Children's Services, Redwood Food Bank, The Monte Rio Variety Show/Bohemian Club, Sonoma County Regional Parks, Westminster Woods, Landpaths, Sonoma County Environmental Education Collaborative and Students and Teachers Restoring a Watershed.

## 10. Continuous Quality Improvement

*Describe the program's Continuous Quality Improvement plan.*

The ELO program at Monte Rio School uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. Data is collected from our students, staff, families and educational partners, regarding the quality and effectiveness of the program at least once annually. Staff demonstrate their commitment to continuous improvement on a daily basis through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity. Monte Rio has weekly teaching staff and monthly whole staff meetings where we reflect as a team and work on continuous improvement of all our programs.

To ensure continuous improvement of our Expanded Learning Opportunity Program (ELO-P) plan, we will use the **California Quality Standards for Expanded Learning Programs** as a foundational framework. These standards provide a clear vision of quality and serve as a guide for planning, implementing, and evaluating our program to ensure it meets the needs of students, families, and the broader school community. The standards provide a roadmap for program design and assessment utilizing youth-centered practices, staff development, collaborative leadership and community engagement. The **California Quality Standards for Expanded Learning** are linked here: https://www.caexpandedlearning.com/quality-standards

By embedding these standards into every aspect of our ELO-P, we ensure the program remains dynamic, equitable, and impactful, continuously evolving to meet the needs of our students and community. To further inform the launch of our ELO program we developed the following survey and our currently collecting responses:  ELOP Fall survey (https://forms.gle/TiKDfcrnc8BjKKQp6)



# Monte Rio Expanded Learning and Enrichment

With additional state funding we are excited to revamp and revitalize our after school, Spring Break and Summer offerings for enrichment and expanded learning. We would love to know what has been working for your student and family, what you love to see and any suggestions or connections you might have. It is our goal to have everyone signed up for Boys and Girls Club which will connect with and support things like math, science, art and sports activities in the afternoons, breaks etc. All programs are free to Monte Rio School students.

* Indicates required question

Name

Your answer

Has your child participated in after school care here at Monte Rio School? What has worked well? What are some things that need improving?

Your answer

Has your child participated in Summer School here at Monte Rio School? What has worked well? What are some things that need improving?

Your answer

Which of the following activities would your child likely participate in? *

- [ ] Math Club (enrichment and intervention)
- [ ] Book Club (enrichment and intervention)
- [ ] STEAM/Maker Activities
- [ ] Lego Robotics
- [ ] Outside Learning in the Garden/Forest Habitat
- [ ] Visual Arts (water color, clay, drawing, etc.)
- [ ] Music
- [ ] Theater
- [ ] Chess
- [ ] Friendship Club/Service Learning
- [ ] Sports: general or can list specific sport under other
- [ ] Other: _____

Would you or other organizations you know be interested in teaching an after school enrichment class at Monte Rio School?

Your answer

When would your child most likely participate in after school enrichment? *

- ( ) After School
- ( ) Spring Break
- ( ) Summer School (June-early July)
- ( ) Welcome Back Camp (early August)
- ( ) Other: _____

## 11. Program Management

*Describe the plan for program management.*

The Monte Rio Principal will maintain oversight of the ELO programs. Regular check-ins with ELO staff informally and formally at staff meetings will provide opportunity for communication around any necessary changes to improve the program. All new programs and large expenses are approved by the Monte Rio Union School District Board of Directors.

## 12. Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

Monte Rio School does not directly receive these grants; however, after school programs provided by the Boys and Girls Club at Monte Rio School are funded by the ASES grant managed by Guerneville School.

## 13. 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?*

Monte Rio maintains staff with preschool-age and child development experience. We will use the increased ELO-P funding to ensure staff can be budgeted to maintain the 10-1 ratio and work the longer daily hours, which will be required for the TK program guidelines. The current TK/K class will not exceed 10 students and is staffed with one Instructor and one Paraprofessional Aide (both job descriptions meet the instructional requirements for paraprofessional) to maintain ratios, as well as an additional aide for support and supervision.

Monte Rio will provide TK appropriately furnished classrooms during after school hours, summer and intersession dates. After school activities will include: rest and story time, hands on arts, crafts, and play-based centers, outdoor games, and SEL activities including restorative circle time; all occurring in short time blocks during the afternoon hours.

To attract more students and better serve the community, Monte Rio Union School District is partnering with River to Coast Children's Services to offer Kindergym for children ages 0-6. Kindergym serves children and their caregivers offering weekly classes to develop friendships, connect with community resources, learn parenting skills and the latest in literacy,

child development, health, nutrition and safety. Classes will take place Tuesday mornings in the coming year extending into the summer months.

## 14. 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.*

### ELOP Offerings and Draft Schedule

**School Days August 15-June 4th (180 days)**
8:00-8:30 Breakfast Club
2:30-6pm Boys and Girls Club After Care
Snack
Group Meeting/Circle Time
Homework Club
PlayTime/Enrichment Program Classes

**School Days Enrichment Program (dates/sessions TBD)**
Six week sessions of activities such as Math Club, sports, chess, jewelry making, clay, outside in nature club, STEAM lessons

**1:30-2:30 Art Therapy open to all students begins in January**
3-5th 6 weeks
6-8th 6 weeks

**Spring Break Outside in Nature/STEAM Camp (5 days) March 16-20th**
8:30 Open ended maker space
9:30 Morning meeting, introductions, and overview of the day's activities.
10:00 Workshop 1
11:00 Workshop 2
12:00 Lunch/Free Play
1:00 STEAM Centers
2:30 Clean Up, Community Circle and Share Out
3:00 Snack
3:30-5:30 Open Ended Play

**Summer School/STEAM Camp (24 days) June 8-July 10**
8:30 12:00 Summer School Lessons with Teacher
12:00 Lunch/Recess
1:00 STEAM Centers
3:00 Clean Up, Community Circle, Snack and Share Out
4:00-5:30 Enrichment Choices

**Back to School Camp (2 days) August TBD**

## Below are additional legal requirements for the ELO-P met by the Monte Rio Program Plan.

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 non school days, 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 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 child care 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):
[LEA] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing w/ 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.