

Expanded Learning Opportunities  
Program Plan Guide

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**



**Prepared by: Expanded Learning Division**

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**This Program Plan Template Guide is required by  
California *Education Code (EC)* Section 46120(b)(2)**

# Expanded Learning Opportunities Program Plan Guide

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

**Local Educational Agency (LEA) Name:** Community Roots Academy

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**Contact Phone:** 949.831.4272

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

### Community Roots Academy

## Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

## Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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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 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.**

Community Roots Academy's (CRA) Expanded Learning Opportunities Program (ELOP) is offered onsite through the Community Care Club (CCC) and CRA staff that will provide opportunities for students to experience a safe and supportive learning environment that will serve as an extension of the instructional school day and school year.

ELOP staff including ELOP service providers (vendors) will be provided lanyards and/or uniform t-shirts that will make them identifiable to students, school staff and parents. Ongoing communication between the ELOP Coordinator and ELOP providers and parents is essential. Ongoing communication will take place to keep parents informed and updated on program offerings, and schedules.

ELOP providers will administer daily attendance electronically and access to these records will be provided to the ELOP Coordinator and principal. Dismissal will adhere to the school's ELOP policies and procedures and students will be released to their designated parent.

All ELOP staff including vendor service providers will undergo live scan (fingerprinting and DOJ background checks), TB testing, COVID vaccinated per the school's policy; shall be CPR and first aid certified; and trained on the school's emergency response and school safety plan. Staff will be trained on communication protocols in the event of a health and/or safety incident in addition to strategies to address student behavioral issues. Additionally, ELOP staff will receive comprehensive training with a focus on safety protocols, establishing an appropriate program culture.

CRA students will have the opportunity to participate in staff led and child led activities. SEL is at the core of all activities and daily interactions between staff and students. We will encourage students to take healthy risks in their play and to create and collaborate peers. ELOP staff will be trained to implement Project Adventure – facilitate games, group activities, and outdoor experiences with the intentional goals of building social and emotional skills, growing interpersonal skills and relationships while learning to work together and address conflict in healthy ways, increasing school engagement and working toward their individual behavioral goals

At CRA we promote healthy risk taking, collaboration, and communication during open play. CRA will implement Kindness counts weekly circles at the end of each week. CRA's Kindness Counts incorporates Restorative Practices, morning meetings, problem-solving solution circles, 1:1 problem solving conferences, and restorative consequences. During this time, students are encouraged to share a kind act they have witnessed

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another student has done. ELOP Staff will also share positive and kind acts students have shared.

Community Roots Academy continues to strengthen and expand its Multi-tiered System of Supports (MTSS) improvement cycle. MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

### 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.**

CRA's expanded learning opportunities program will provide students with opportunities to experience active and engaged learning that supplement and/or supports the instructional day through a multitude of learning activities tailored to student's specific academic need and/or interest. Our ELOP will prioritize active, meaningful, and engaging learning methods that promote collaboration and a growth mindset, through academic and social enrichment.

Students will be grouped based on age and academic need for activities designed to increase core literacy and math skills. Activities include academic clubs for reading, writing and mathematics; Book Clubs, Writer's Workshop and Math Clubs (FactsWise) will be available to students. Tier 2 interventions/Academic support will also be provided (homework assistance/tutoring). CRA will also offer students with access to the Quiet Room, providing students with a relaxing environment for students to immerse themselves in a book.

Students will be able to participate in club rotations: STEM/STEAM, Robotics, Music,

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Drama, Performing Arts, Photography, Cooking, Sustainability/Environmental Sciences and Chess.

### **3—Skill Building**

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

CRA's ELOP will align with the 4 C's: Communication, Collaboration, Critical Thinking, and Creativity, by engaging students in project-based learning activities with a STEM focus using 21<sup>st</sup> century skills. Our program will also integrate CRA's Core Values – Community, Well-being, Open mindedness, Perseverance, Critical Thinking, and Communication.

We will offer books clubs that will focus on strengthening foundational literacy, communication, and comprehension skills; and Writer's Workshop to strengthen writing skills.

Students will develop a variety of skills through intentionally planned enrichment clubs such as photography, cooking, STEAM, performing arts, garden, and sustainability. SEL skills are developed through Project Adventure team building activities that focus on inclusion, trust, communication, mindfulness, respect, and self-regulation.

Summer programming will offer weekly themed camps that engage students in a variety of PBL-integrated STEAM experiences: Science of Art, Animal Planet, Marine Mammals, Pirate Treasure, Roller Coaster Rides, Ropes, and Rodeo. Students who attend Summer Academic Camps can also participate in the CCC camps at a reduced rate. However, ELOP funding will be used to serve students that are foster, homeless, and/or qualify for free and reduced price meals, at no cost. Students that do not meet one of these categories will be charged a family fee via a sliding scale that considers family income and eligibility to pay. (EC Section 8482.6).

### **4—Youth Voice and Leadership**

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

CRA students will have the opportunities to engage in meaningful and authentic leadership roles. Students will provide input and play an important role in the school service learning and beautification projects through our Leadership groups: Green Champs, and Junior Coaches)

Student interests will determine the projects that will be supported by staff. The enrichment clubs' curriculum is flexible and adapted to the skill level and interests of the students. Students will have a choice to select an enrichment club to participate in such as

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photography, cooking, or sustainability.

Through the ELOP, students will have the opportunity to be immersed in literacy and math skills through targeted tiered small group instruction to develop academic skills.

Enrichment will also be designed to highly engage our younger students and build upon foundational skills in core subject areas.

### 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.**

Community Roots Academy will align its wellness initiative with its health and wellness policy. Students will have access to meals/snacks that conforms to the nutritional standards of the United States Department of Agriculture (USDA) free and reduced lunch guidelines for nutrition and portions provided by Capistrano Unified School District (CUSD) Food Service.

Our ELOP will provide opportunities for students to engage in healthy choices and behaviors by incorporating physical fitness/activities, sports, and social-emotional learning activities into the daily programming. These activities will be structured and will teach specific skills that students can develop throughout the year. Activities will be rotated so that students will be exposed to a variety of options. Students engage in daily moderate to vigorous physical activity to promote healthy bodies and minds. Activities include yard rotations for sports and outdoor play.

Our students will participate in social-emotional learning activities focused on developing students' competencies around managing emotions, building social skills, and forming healthy relationships with their peers. This includes mindfulness, team building, goal setting, in addition to the Second Step SEL curriculum. CRA's Kindness Counts incorporates Restorative Practices, morning meetings, problem-solving solution circles, 1:1 problem solving conferences, and restorative consequences. Therefore, SEL will be integrated into all components of the ELOP. CRA is partnering with the Institute for Social and Emotional Learning to create long-term goals for student wellness.

### 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.**

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Community Roots Academy is a multi-cultural and diverse school with over 23 languages spoken. CRA's leadership team and educators collaborate regularly to ensure that programs are accessible to all students and that all students are successful. The ELOP will promote cultural and linguistic diversity by providing opportunities for all students to experience diversity, access, and equity, through a variety of activities including but not limited to guest speakers, cultural events, arts programming, and field trips.

Access to the ELOP is essential to meet the needs of Students with Disabilities (SWD), and English Learners, that could limit their participation. The Special Education Department will communicate, collaborate and train ELOP staff and vendor service providers to ensure appropriate supports for Students with Disabilities (SWD) through accommodations and/or modifications as they relate to the student's IEP are met. The Director of ELOP is also a member of CRA's ELAC.

ELOP funding will be used to serve students that are foster, homeless, and/or qualify for free and reduced price meals, at no cost. Students that do not meet one of these categories will be charged a family fee via a sliding scale that considers family income and eligibility to pay. (EC Section 8482.6).

CRA staff will communicate with families; and conduct additional outreach to low-income families (including homeless and foster youth), that may benefit from having their child in the ELOP.

Ongoing communication with parents is vital to ensure student participation, engagement, and success of our program.

### **7—Quality Staff**

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

CRA's ELOP staff (certificated and classified staff) participate in robust professional learning opportunities during the summer (prior to the start of the school year) and throughout the school year. CRA administrators and the Counselor will provide training for ELOP service providers as needed to support the academic and social-emotional needs of our students and ensure high levels of student engagement and participation.

All ELOP Staff and ELOP service providers undergo extensive background checks (DOJ/live scan), are certified in First Aid and CPR, and have extensive experience working with children. ELOP staff must meet the minimum qualifications for an instructional aide ; as prescribed by the school; and demonstrate proficiency in reading, writing, and mathematics skills up to or exceeding that required by the school/district for high school seniors. (EC Sections 45330(e) and 4533334.5(a))



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## 8—Clear Vision, Mission, and Purpose

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

The mission of the Community Care Club (CCC), which is associated with Community Roots Academy (CRA) public K-8 charter school, is to provide children ages four years and nine months through 14 years old with quality enrichment activities before and after school, as well as with full-day camps during the fall, winter, spring, and summer breaks. All of our programs are conducted in a safe, educational, and engaging environment. We encourage our children to explore their potential through project-based learning, creativity, and play.

We pledge to provide a safe, positive environment for children to grow, and have fun –  
Provide an atmosphere for children to express themselves – Make each and every child feel cared for and respected – Strengthen the interpersonal and social skills of all children –  
Include project-based activities for children to learn to work together and excel in teamwork –  
Promote a respect for the environment and sustainability by upcycling resources in our projects

## 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.**

Community Roots Academy has developed collaborative partnerships with outside agencies to provide programs and enrichment activities.

- Recess Revolution – Provides our students opportunities to engage in creative , unstructured play. During unstructured play students develop resilience, practice emotional regulation and collaboration skills.
- Children’s Creativity Lab - Provides makerspace on wheels programs and STEAM Challenge kits that staff utilize; and provide ELOP staff with professional development workshops on STEAM.
- Acting Academy - Provides afterschool theater program on site that includes a fall and spring theatrical production for students.
- CRA Roots Athletic - Provides organized sports (soccer, basketball, running, volleyball, yoga, etc.), engaging students in physical fitness and health, teach gross motor skills, and sports citizenship through collaborative competition.
- Playworks - Provides professional development and curriculum on physical fitness, cooperative play that focuses on students taking on leadership roles during outdoor physical play time.

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- Western Youth Services - Provides professional development and resources to ELOP staff on SEL which includes lessons on identifying emotions, self-regulation, conflict resolution, and mindfulness.
- Facing History - Provides professional development for ELOP staff and resources on diversity, equity, and inclusion.

CRA will continue to seek partnerships with local community based organizations that support the school's mission, vision, and the needs of its students:

Our school's ELOP was developed to foster direct collaboration and integration between the instructional day, expanded learning opportunities and student outcomes. This partnership supports student learning and engagement by providing a safe physical, social-emotional, and nurturing environment that evokes the Expanded Learning of 21<sup>st</sup> Century skills for our students.

### **10—Continuous Quality Improvement**

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

The Executive Director will lead weekly leadership meetings with the Elementary & Middle School Director, ELOP Program Director, CCC Assistant Director, SPED Director, and Counselor. In addition, monthly ELOP leadership team meetings will include the school's leadership team.

CRA's leadership team will collect, analyze, disaggregate the following types of data that will be used to measure the quality and effectiveness of the ELOP, and used to make modifications and/or adjustments where needed to improve student outcomes and participation.

- ELPAC Summative Results
- CAASPP ELA & Math Results
- CA Science Test
- i-Ready ELA & Math assessments (K-8): 3 times/year
- DIBELS: K-6
- Academic grades
- School Climate Surveys: Student and Parent
- Participation rate (attendance)

i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and

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Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

### **11—Program Management**

#### **Describe the plan for program management.**

The ELOP Program Director will lead weekly leadership meetings with the Executive Director, Program Director, Elementary Director, Director of SPED., and any other relevant staff. In addition, monthly ELOP leadership team meetings will include the school's leadership team, Counselors, ELOP Program Director, and CCC Program Director. These teams will collaborate to develop and implement a program that adheres to the requirements of ELOP and supports the needs of our students.

- Executive Director: is responsible for program evaluation and grant compliance, maintaining budgets, and fiscal reporting.
- ELOP Program Director is responsible for the daily ELOP operations (after-school, summer, and intersession), ensures appropriate staffing, hiring & training staff, scheduling of activities, enrollment, and daily attendance. The ELOP Coordinator will also communicate with families on the ELOP planning and implementation; and is responsible for program oversight.
- CCC Assistant Director: Responsible for implementing the daily enrichment programs and health, wellness, and nutrition program.
- Elementary Director: Will oversees the academic components of the ELOP and collaborate with the ELOP Director for implementation.
- SPED Director: Responsible for training ELOP staff. Collaborates with staff on accommodations.

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## General Questions

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

**ASES, 21<sup>st</sup> 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.**

Community Roots Academy does not receive ASES and/or 21<sup>st</sup> Century CCLC Elementary/Middle School grant funding – therefore this section does not apply.

## 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?**

Community Roots Academy will ensure 10:1 student to staff ratio for kindergarten students. ELOP Staff and ELOP service providers will focus on the developmental and social-emotional growth of kindergarten student and will coordinate services through CRA's Multi-tiered System of Supports (MTSS). Note: CRA does not serve Transitional Kindergarten but in the case that it does, CRA will adhere to the 10:1 student to staff ratio.

The curriculum and program activities will be based on the established State Curriculum Guides and materials for each appropriate grade level. The California Quality Standards will also provide guidance for program implementation. Curriculum adopted and/or created for our Kindergarten program will reflect early childhood education and will include literacy enrichment and educational enrichment activities.

The kindergarten program provides a balanced approach of indoor and outdoor play. Staff use child-guided (Reggio) inspiration to support learning, taking their cues from children's interest. Activities enhance students' development of gross and fine motor skills, social emotional development and early foundational reading and number sense. Students of this age are in developmentally appropriate classrooms to ensure furniture, resources, outdoor play structures, play materials and bathrooms meet requirements. Staff meet with Early

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Childhood Education staff to discuss program goals, strengths, and challenges and build guided experiences to complement the school day and continue to foster students' sense of independence, healthy risk taking, problem solving and friendships.

### 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.**

The following are sample schedules for the ELOP.

#### **9-hour Instructional Day + ELOP -after-school programming (M/T/Th/F)**

8:15am – 3:00pm	CRA's Instructional Day (except early release Wednesday)
3:00-3:15pm:	Check-in for ELOP
3:15-3:30pm	Snack
3:30-4:45pm	Academic Enrichment Activities
4:45 – 5:00pm	Transition; Bathroom/wash hands
5:00 – 5:30pm	Courtyard Group Play; then sign-out

#### **9-hour Instructional Day + ELOP -after-school programming (Early release Wednesday)**

8:15am – 12:30pm	CRA's Instructional Day
12:30-12:45pm	Check-in
12:45-1:15pm	Lunch
1:15 - 2:00pm	Outside Play
2:00 - 2:15pm	Reflective Circle: Kindness & Announcements
2:15 - 3:00pm	Specials/Extra Curricular Activities: STEAM, Cooking, Nature & Garden)
3:00 - 3:30pm	Snack & Announcements
3:30 - 4:45pm	Academic Enrichment Activities
4:45: - 5:00pm	Transition: Bathroom / Wash Hands
5:00 - 5:30pm	Courtyard Group Play & Sign Outs: PAC

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### Intersession Schedule (Grades K-8)

7:00 - 8:45am	Breakfast, welcoming, Morning Meeting
8:30- 9:30am	Physical Activity/Sports
9:30 – 10:00am	Healthy snack
10:00 -11:00am	Academic Instruction/Intervention
11:00am - Noon	Social-emotional learning
12:00 – 1:00pm	Lunch
1:00 – 2:00pm	Organized play, including sports
2:00-3:30pm	Club Rotations/enrichment
3:30 - 4:00pm	Healthy PM Snack
4:00 - 5:00pm	Outdoor play

### Summer Programming Schedule (Grades K-8)

7:00 - 8:45am	Breakfast, welcoming, Morning Meeting
8:45- 10:00am	Academic Instruction
10:00-10:30am	Healthy Snack & Recess
10:30 - 11:30am	Academic Instruction
11:00am - Noon	Social-emotional learning
12:00 – 1:00pm	Lunch
1:00 – 2:00pm	Physical Activity and Organized play, including sports
2:00 - 4:30pm	Club Rotations/enrichment and SEL Activities

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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 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.

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### ***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



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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.