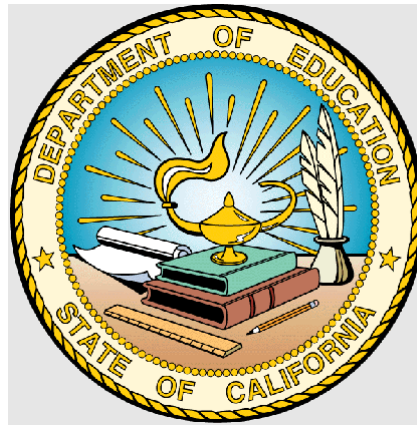


Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	La Mesa-Spring Valley 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. Avondale Elementary
2. Bancroft Elementary
3. Casa de Oro Elementary
4. Highlands Elementary
5. Kempton Literacy Academy
6. La Mesa Dale Elementary
7. La Presa Elementary
8. Lemon Ave
9. Loma Elementary
10. Maryland Avenue
11. Northmont
12. Rancho Elementary
13. Rolando Elementary
14. Sweetwater Springs
15. La Mesa Arts Academy
16. STEAM Academy
17. Fletcher Hills Elementary
18. Murray Manor Elementary
19. Glen E. Murdock 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.

The ESS program provides a safe, supportive and nurturing environment that supports the developmental, social-emotional and the physical needs of all students. Our main goals as we expand the program with ELO-P are to focus on both school connectedness/social-emotional development, and to provide targeted academic support for students who are below grade level.

Safety is a priority for our program. Every program is located on the school campus and first through eighth grade students are able to walk safely to the program area. Transitional Kindergarten and Kindergarten students are escorted to the program area by a designated staff member. Program staff are easily identifiable to students, families, and other stakeholders (e.g., Identifiable blue ESS shirts or smock and district/site specific identification badges). There are staff at every program that are certified in infant, child and adult CPR and First Aid. Emergency drills (fire, earthquake, secure campus) are performed monthly and documented in the drill report log located in the Emergency binder. Finally, every program has an easily accessible list of all students with current emergency contacts through registration (Eleyo software system) and district provided information (Aeries).

In addition to a safe environment, our staff intentionally focus on building and maintaining trusting, nurturing, and supportive relationships with students. ESS staff have high expectations for student behavior and achievement, and actively acknowledge positive behavior and student accomplishments. Our behavior management system focuses on ensuring each child's success program wide. We use positive reinforcement to help shape behaviors, and we implement restorative practices when to help students learn from their choices. We also focus on having a fun and exciting program, because when students are engaged and excited about the program, that engagement eliminates most unwanted behaviors. Our staff participate in monthly professional development opportunities that allow them to continually refine and practice their skills in this area.

Students and staff share responsibility for building a sense of community and belonging. Our ESS staff create a collaborative focus on student success by communicating regularly with teachers, parents and school support staff via email, phone and regular meetings/check-ins.

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.

Program design and activities reflect active, meaningful and engaging learning. The ESS program implements fun methods that promote collaboration and expand student horizons, and create an environment that students enjoy coming to each day.

Social-Emotional Learning and School Connectedness:

ESS designed the ESSPN Sports League program to teach and/or reteach social emotional strategies and concepts through team sports. Collectively, we implement a two season sports league at selected LMSV schools, consisting of one day for Social Worker led SEL lessons and two days for sports coaching. Student recruitment will focus on students identified as needing SEL support. Each season ends in a tournament where students can showcase their newly developed skills for the community. We intend to expand ESSPN to all sites next year. Additional ESS staff will be added in order to expand this program to all sites.

To support the instructional day, ESS conducts academic competitions for students in grades third through sixth, in the following areas: speech, math, social science/language arts and spelling. Each of these academic competitions results in a culminating event that includes parent participation. Junior Achievement BizTown is held annually for fifth grade students. This program introduces students to economics and business through classroom instruction (provided by the after school program staff). After 5 months of lessons, students attend a field trip to Biz Town where they operate a life-size mini-municipality complete with banks, City Hall, professional offices, T.V. station, radio station, snack shop, and community charity. The JA BizTown curriculum addresses the California State Standards and makes learning relevant for students. Additionally, all students engage in group work, cooperate in the group accomplishments, and are accountable to one another. Team building among the students are done monthly (for example, get to know me, guess who, circles, etc.)

Part of the funding from the ELO-P grant will also be devoted to ensuring our students have access to safe facilities for their after school programs, including adequate shade structures and safe playground and field areas for after school recreation.

Academic Interventions and Support:

The ESS program provides quality academic enrichment as an extension of the school day. We do this by connecting with teachers and finding out current material and strategies. Site Leads reach out monthly to get updated homework planners in order to verify that children are completing assigned homework for the week. ESS staff set expectations and have all materials prepared. Both elementary and middle school programs offer homework completion time, both before and after school. Forty five minutes of homework and enrichment time is required every afternoon, except Fridays, which is optional. Additionally, the ESS program utilizes modern technology to support student learning.

Funding permitting, we will also hire intervention teachers to provide targeted, academic intervention to students reading below grade level. This systemic intervention will be provided for students who need additional, targeted reading intervention outside of what they are receiving during the school day. We will provide training and materials to support this targeted intervention. In addition, certificated staff may provide tutoring to students before and after school to address specific intervention needs.

3—Skill Building

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

The program maintains high expectations for all students; intentionally links program goal and curricula with 21st-century skills and provides activities to help students achieve mastery.

Social-Emotional Learning and School Connectedness:

One of the main goals of ESS is to create engaging and exciting programs that encourage social emotional learning and school connectedness. Through the ESSPN sports league, students not only engage in fun, team-oriented sports activities, but also participate in social emotional learning (SEL). SEL is the way children and adults acquire knowledge and skills that impact their ability to manage emotions, manage behaviors, and set and achieve goals. They learn about teamwork and managing their emotions as they support each other on the playing field. Research has shown that integrating SEL strategies into instruction also has a positive impact on academic achievement. We intend to hire additional social workers to specifically support this program, as well as to continue to develop and expand the SEL work throughout the ESS program. In addition to the ESSPN program, we are cultivating partnerships and opportunities with Smart Mind Robotics, Arts for Learning, The Gift of Dance, and Cone 6 Ceramics. These opportunities allow students to explore and build skills in many areas of interest, and build their connections to school. Students are provided multiple opportunities to work in groups where they practice skills such as team building and cooperation.

Academic Interventions and Support:

In addition to the information contained in the previous section, the ESS program works to create activities for students that integrate STEAM and common core standards. Students also have an introduction of financial literacy, work readiness and entrepreneurship through Junior Achievement BizTown and an introduction to public speaking through speech competition. In addition, we create clubs/camps that support the skill levels of our students. We facilitate our students' use of current technology for research projects that allow them to deepen their understanding of concepts and ideas.

4—Youth Voice and Leadership

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

The ESS program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. It is designed to give participants a voice in the decision of the activity, art and sports they do. Students have a variety of staff-developed weekly clubs/activities to choose from, including music and sports, STEAM and Cultural Awareness. They are also given recreational free-time at the end of the day to interact with each other by playing board games, circle games or participating in restorative circles. The ESS staff encourages positive behavior in students by rewarding them with small but meaningful leadership roles. (Kinder helper, snack helper, ball cart, Jr. Leader). They also provide participants with various additional academic enrichment choices to further extend the academic day. Students and families share their feedback through end of the year surveys, parent input forums and suggestion boxes at each site. The ESB (ESS student body) council consists of student participants that are "elected" by their peers. The ESB meets monthly with program staff to discuss program activities that are of interest to the students.

5—Healthy Choices and Behaviors

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

The ESS program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle. Students are given a daily hearty dinner or snack that fulfills their required nutritional needs and meet state and federal requirements which are based on the USDA Dietary Guidelines. A fruit and/or vegetable option is always provided. Our students have occasional input on what foods CACFP provides. Students also engage in cardio activities every week (circuits, Just Dance, obstacle courses, etc.). Students in grades 4th through 6th have the opportunity to engage in ESS recreational sports league/competition (Varsity Kickball, Hoopshoot Free Throw Competition). In addition, students are given a choice of clubs that include physical and nutritional education.

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 ESS 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. ESS staff are committed to creating an equitable and inclusive environment for all students. We are intentional about planning activities that reflect all of our students and their families, and about providing opportunities for students to build relationships with one another and participate in activities that focus on inclusion. All students are provided the access and support they require to participate in ESS. If additional support

staff are required in order for students with disabilities to access the program, those staff or services are identified and provided. If students require particular accommodations to access the program, staff are provided training in those accommodations.

7—Quality Staff

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

The ESS team members are focused on being professional, motivated, vocal and energetic. ESS staff are constantly engaged, take initiative, and act with integrity. In addition, team members are hired who are passionate, have positive attitudes, and take pride in their performance and in their ESS site.

ESS staff members participate in ongoing professional development in the areas of social-emotional learning, trauma informed practices, restorative practices, behavior management and youth voice and leadership. Staff members are also given the opportunity to attend SDCOE and CalSac trainings to enhance their engagement skills. Our staff serve as peer coaches to support one another and to continually build quality staff.

Students also have the opportunity to engage with staff members through expanded learning opportunities. Staff serve as coaches and mentors via the ESSPN Sports League.

8—Clear Vision, Mission, and Purpose

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

Our Vision, Mission and Promise...

Our Vision -

We value and find strength in our diversity. Learning is meaningful and relevant, connected with each child's individual needs, ethics, culture, and experiences and is linked with the world inside and outside of the classroom. We continually strive to create an equitable program that meets the needs of our LMSV students, families, staff, and community... Leading every student to realize their fullest potential while recognizing their uniqueness.

Our Mission -

- To provide the La Mesa-Spring Valley community with a safe, inclusive, and nurturing expanded learning program for all students.
- To involve all stakeholders (students, parents and staff) in the continuous program development and improvement.
- To provide students with a wide variety of expanded learning opportunities designed to reinforce and complement the academic school day, including: art, sports and recreation, STEM, and performing arts.
- Provide programs that include academic assistance to lead students toward academic achievement.
- Develop caring, responsible and respectful staff through ongoing professional development and education.
- Build positive and trusting relationships within the school community through continuous collaboration and partnerships.

Our Promise -

To our students and families, we promise to provide a foundation of support so that every student has the opportunity to succeed, involvement in the program culture and management, and to check-in with you to ensure we are meeting your families needs.

To our staff (our team), we promise to share decision-making as we incorporate a team-based approach to create and

maintain a culture that promotes student growth and learning. We will observe, encourage, coach, and provide support for all staff members and provide continued professional development.

To our community partner and collaborators, we promise to make every stakeholder feel valued and to serve in our positions with integrity and character.

No child will be predestined to educational failure because of his/her family background, race, or socioeconomic status.

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.

The ESS program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools, and community, to achieve program goals. The LMSV ESS program will be partnering with Smart Mind Robotics, Arts Education Connection of San Diego, Junior Achievement, Cone6Ceramics and the Spring Valley Parks and Recreation to bring expanded learning opportunities to the LMSV students. The district is activity meeting with expanded learning opportunity providers and will continue to assess the needs of the students and families.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. At a programmatic level, the ESS program collects data through parent and student surveys and through site observations. Supervisors use the behavior data to determine where programs, students, and/or staff could be struggling and provide support. At the staff level, the ESS program staff participate in bi-weekly team meetings, conduct daily check-ins, and receive written feedback from Supervisors and Lead Program Assistants to support continuous quality improvement. Site Leads participate in monthly Leadership meetings the focus on professional development, team building and sharing of best practices. At the student level we conduct student surveys, student voting and participate in daily conversations and relationship building to support quality improvement.

As we focus on the expansion of ESS through the ELO-P funding, we will be specifically monitoring student data in our annually administered student social-emotional survey that is part of our LCAP (CORE survey) regarding school connectedness. This data will help inform us as to whether our expanded efforts to build students connections to school are having an impact. In addition, if funding permits the provision of targeted reading intervention teachers, we will specifically monitor student reading scores in i-Ready in the area of phonics, phonemic awareness and sight words to ensure that the intervention program is achieving its desired effect.

11—Program Management

Describe the plan for program management.

The objective of the LMSV ESS program is to provide quality expanded learning opportunities to our families. Our team works collaboratively to support our students and our families in this endeavor. Our ESS program is overseen by supervisors who directly evaluate and support our staff, a program manager, and by Lead Program Assistants who conduct professional development and provide coaching and support to team members.

As we expand access to more students and build the program to include increased opportunities for social-emotional engagement and academic intervention, additional management will be required. This includes additional ESS supervisor and lead program assistant staff (due to the increase in ESS staff that will be required to serve additional students), a certificated coordinator to oversee academic intervention programs, and a certificated coordinator to oversee SEL staff and SEL programs. Additional clerical support will also be required to support ESS registration and management.

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.

Programs that hold both grants (ASES and ELO-P) will use the ELO-P funding to grow our expanded learning opportunities. The expanded learning opportunities will meet the needs and interests of all students. The ELO-P funding will provide the program with the opportunity to serve more families in our school community. With the ASES grant, there is cap or limit as to how many families we can serve. The ELO-P funding will allow us to expand beyond that cap. Programs will operate for the same number of hours and provide the same learning opportunities for all unduplicated pupils. Our main goals as we expand the program with ELO-P are to focus on both school connectedness/social-emotional development, and to provide targeted academic support for students who are below grade level.

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?

TK and kindergarten students who attend ESS have separate groups and separate schedules with developmentally appropriate activities and projects for their age. This also allows us to ensure the required staffing ratios are achieved for this age level. We work collaboratively with our human resources department and personnel commission to recruit staff for our program. We have hosted ESS-only job-fairs to recruit for our program, and ESS program staff have presented and recruited specifically at local high schools and colleges to ensure that the appropriate staffing levels are provided to meet required ratios for every grade level.

ESS staff members participate in ongoing professional development in the areas of social-emotional learning, trauma informed practices, restorative practices, behavior management and youth voice and leadership. Staff members are also given the opportunity to attend SDCOE and CalSac trainings to enhance their engagement skills. Our staff serve as peer coaches to support one another and to continually build quality staff. To prepare staff to work with and support younger children we will provide ongoing professional development in the area of early childhood. The expanded learning program for La Mesa-Spring Valley Schools has leadership committees that serve as work units of the organization, taking work and breaking it into meaningful and manageable chunks. They efficiently carry out the work of the program and provide training and resources for the team in a particular area. The Academic and Activity Support for TK-8th Grade leadership committee will help site programs develop appropriate TK/Kinder schedules, provide guidance and resources for a successful homework/enrichment rotation along with social-emotional learning, music and reading resources. The committee will collaborate with TK teachers, instructional assistants and our Director of Early Childhood Education to support the work being done in the classroom.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Transitional kindergarten students attend school for a full-day program, and have access to the ESS program both before and after school. The program is open from 6:00 AM to 6:00 PM, inclusive of the school day during the school year, so all students including TK students have access to a minimum nine hour day.

A sample day during a traditional year might look like this:

6:00 AM - ESS Opens for Students

8:00 AM - Students begin school

2:20 PM - School is dismissed and students go to ESS

6:00 PM - Families pick up students from ESS (ESS closes for the evening)

During summer or intersession, the ESS program is open from 6:00 AM to 6:00 PM. A sample daily schedule might look like this:

6:00-6:30 TV Time

6:30-7:00 Group Game

7:00-7:10 transition/restrooms

7:10-7:55 Board Games

7:55-8:05 transition/restrooms

8:05-8:25 Cardio Activity

8:25-8:35 transition/restrooms

8:35-9:05 Art/Sport Rotation

9:05-9:15 transition/restrooms

9:15-9:35 Roll Call / Announcements

9:35-9:45 Transition/restrooms

9:45-10:30 AM Snack / Recess

10:30-10:35 transition/restrooms

10:35-11:00 Circles / SEL

11:00-11:05 transition/restrooms

11:05-11:55 Clubs/Camps

11:55-12:05 transition/restrooms

12:05-12:30 Roll Call / Announcements

12:30-1:30 Lunch / Recess

1:30-1:40 transition/restrooms

1:40-2:00 Read Aloud

2:00-2:10 transition/restrooms

2:10-3:05 Special Activity/Event

3:05-3:15 transition/restrooms

3:15-4:00 Snack / Recess

4:00-4:10 transition/restrooms

4:10-4:45 Art / Sport Rotations

4:45-4:55 transition/restrooms

4:55-5:30 Board Games

5:30-5:40 transition/restrooms

5:40-6:00 Group Game

Also offered during the summer schedule:

1 field trip per week

2 Arts Education Connection San Diego classes per week

1 SmartMind Robotics (2 weeks - 8 lessons @ select sites)

1 Ceramics Class (1 week - 4 lessons @ select sites)

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.