EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN
Chula Vista Elementary School District
Junior Academy

Prepared by:
Expanded Learning Division

California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)
Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name:  Chula Vista Elementary School District.
Contact Name:  Priscilla Garza and Heather Cruz
Contact Email:  priscilla.garza@cvesd.org heather.cruz@cvesd.org
Contact Phone:  (619)425-9600 x181560 or x181514

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. Allen, Ella B. Elementary
2. Camarena, Enrique S. Elementary
3. Casillas, Joseph Elementary
4. Castle Park Elementary
5. Chula Vista Hills Elementary
6. Clear View Elementary
7. Cook, Hazel Goes Elementary
8. Eastlake Elementary
9. Finney, Myrtle Elementary
10. Halecrest Elementary
11. Harborside Elementary
12. Hedenkamp, Anne & William Elementary
13. Heritage Elementary
14. Hilltop Drive Elementary
15. Juarez-Lincoln Elementary
17. Lauderbach, J. Calvin Elementary
Expanding Learning Opportunities
Program Plan Guide

18. Liberty Elementary
19. Loma Verde Elementary
20. Marshall, Thurgood Elementary
21. McMillin, Corky Elementary
22. Montgomery, John J. Elementary
23. Muraoka, Saburo Elementary
24. Olympic View Elementary
25. Otay Elementary
26. Palomar Elementary
27. Parkview Elementary
28. Rice, Lillian J. Elementary
29. Rogers, Greg Elementary
30. Rohr, Fred H Elementary
31. Rosebank Elementary
32. Salt Creek Elementary
33. Silver Wing Elementary
34. Sunnyside Elementary
35. Tiffany, Burton C. Elementary
36. Valle Lindo Elementary
37. Valley Vista Elementary
38. Veterans Elementary
39. Vista Square Elementary
40. Wolf Canyon Elementary

Purpose

This program plan is required by EC Section 46120(b)(2). In this program plan, CVESD
Expanded Learning Opportunities
Program Plan Guide

describes 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
Expanded Learning Opportunities
Program Plan Guide

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 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 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.

The Program will be held at Chula Vista Elementary School District sites and will be in classrooms, computer labs, multi-purpose rooms, auditoriums and outdoor field and playground areas. The Program will provide a safe place on school sites where children can learn new skills, reinforce academic skills, and participate in age-appropriate recreation and social skill building activities. An Adult 18 years of age or older will be allowed to pick up students from the program. All adults signing students out must show a valid photo ID. Student participants may not sign themselves out of the program or be signed out by a sibling under the age of 18. All students will only be released to individuals authorized on the program application. The custodial parent/legal guardian who signed the application will be allowed to make changes to the application. In accordance with ELO-P requirements, the YMCA will maintain a 1:20 for 1st-6th grade students and 1:10 for TK and Kindergarten students. The state of California considers all YMCA staff members as Mandated Reporters of child abuse. This requires YMCA staff to report all cases of suspected child abuse. If abuse is suspected, the proper authorities will be contacted including the school site principals and District contacts. In case of an accident or injury the YMCA will contact the parent or guardian immediately. Serious injuries requiring medical attention from emergency responders such as: Ambulance, fire department and or Chula Vista Police department will be contacted.

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 Program will use techniques aligned with the core-day classroom to assist students in the program. The ELO Program staff will work in close collaboration with an appointed school liaison such as: Site principal or resource teacher to ensure tutoring successfully aligns with core standards, and curriculum is meeting student’s needs. Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. The program will provide students with the opportunity to participate in feedback that consists of surveys and group discussions to help shape the future development of activities being provided. Students will then have an opportunity to participate in Junior Academies. To do so, students/families will be able to select which enrichment activity they would like to participate in for the upcoming quarter/semester. Enrichment activities such as coding, sports, drama, photography, music, dance, chess, and gardening will be provided by specialized vendors.
3—Skill Building

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

Students in the ELO Program will have access to enrichment programming such as: sport clinics, VAPA, gardening, STEM, and service-learning projects that give each student access to hands on learning opportunities. In addition to specialized programming students will have access to tutoring, and physical activity that help promote good study and eating habits. The Chula Vista Elementary School District is working in conjunction with our community-based organization the YMCA of San Diego on providing vendors to support the enrichment portion of the program. Students will participate 2-3 times a week in an academy skill building activities facilitated by specialized vendors.

4—Youth Voice and Leadership

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

Students input is critical to program design. Students in the ELO Program will be able to select which enrichment program best supports their interest(s). Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after-school. The enrichment offerings will be aligned to the feedback gathered by the students in each grade level. The enrollment and attendance of the enrichment programs will be monitored to determine if the enrichment program should be offered in the next or future enrichment cycle. Sites are encouraged to implement Service-learning projects to connect students to their community. To give students the ability to solve problems in their community, a partnership with local community-based organizations may be established. The ELO-Program was designed based on student and parent focus group feedback conducted by CVESD Assistant Superintendent Matthew Tessier and Parent Engagement Liaison Angelica Maldonado. Data showed parents and students wanted more opportunities for VAPA, physical wellness/nutrition, hands on learning and field trips that reinforced students’ interest. The program sends out additional surveys to gain additional feedback pertaining to students’ interest in the program and will use the information to plan out future activities.
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 ELO Program will align its wellness initiative with the district’s wellness policy. The ELO Program will collaborate with the Chula Vista Elementary School District’s Physical Education, Health, & Wellness Coordinator to support students’ health and wellness goals. Additionally, the program will ensure that students have a physical fitness component that will be included to promote healthy physical exercise. Physical fitness components will also include a nutrition emphasis. All students will participate in structured daily Moderate and Vigorous Physical Activities (MVPA) that teach team building, and healthy physical structured play. The ELO Program will include discussions, lessons, and promoting of healthy snacks and meal options. The district's Child Nutrition Services (CNS) department will provide a snack during the after-school portion of the program. Additionally, CNS will provide breakfast, lunch, and snacks during intersession programs. Child Nutrition Services will ensure all snacks and meals meet healthy nutrition standards. SEL practices will be included in all components of the program. The practices include welcoming and engaging all participants and families, engaging in communication circles as well as a debrief of the day prior to the end of the program day. The ELO Program will work with the district's MTSS Director and Coordinator to ensure SEL components are properly implemented in the program.

<table>
<thead>
<tr>
<th>Snack Menu</th>
<th>Week 1</th>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scooby Cracker</td>
<td>Cin. Grahams</td>
<td>Goldfish</td>
</tr>
<tr>
<td>Apple Juice</td>
<td>Milk</td>
<td>Apple Juice</td>
</tr>
<tr>
<td>Maple Waffle</td>
<td>Benefit Bar</td>
<td>Lucky Charms</td>
</tr>
<tr>
<td>Appleberry Juice</td>
<td>Milk</td>
<td>Milk</td>
</tr>
<tr>
<td>Fruit Punch</td>
<td>Baked Cheetos</td>
<td>Sun Chips</td>
</tr>
<tr>
<td></td>
<td>Fruit Punch</td>
<td></td>
</tr>
<tr>
<td>Fruit Punch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coconut flakes, flax seed, and pomegranate seeds will also be provided during the ELO-P hours.
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 program will expose students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses for all grade levels will broaden and enrich the student’s appreciation of the diverse world in which they live. In addition to field trips, the program will highlight cultural events such as Black History Month etc. The ELO Program is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students that have barriers that could potentially limit their participation. For students with disabilities, the ELO Program will provide support staff who have training in working with students with special needs. The YMCA of San Diego staff will collaborate with the Special Education Department to develop professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. The program offers an opportunity for at-promise students to feel successful with their interactions with adults and peers. The enrichment components of the program (e.g., student clubs, sports, and enrichment, etc.) provide students who experience academic challenges with opportunities to develop, improve, and excel in other avenues that are not confined solely to academics. These programs will be inclusive and committed to serving the needs of students and removing potential barriers so that they are able to participate fully in the program.
7—Quality Staff

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

All ELO Program staff are required to have passed a background clearance, Pediatric CPR certified, First Aid trained, and possess 48 units in child development or pass the District Instructional Aid test. Newly hired staff will go through a one-on-one training plan that includes a shadowing process on daily/weekly program schedules, behavior management techniques, classroom management, and flow of the program day. Program leadership will conduct regular site visits to build intentional relationships with school administration, staff, parents, and students. The district contacts will work closely with YMCA Program leadership to ensure district goals and areas of focus are being implemented. District contacts will provide support to the ELO Program by conducting site visits and guidance on program components.

8—Clear Vision, Mission, and Purpose

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

The Chula Vista Elementary School District and the Expanded Learning Opportunities Program offers equitable before and after school programming to all students and families. The Expanded Learning Opportunities Program is dedicated to making sure all students have access to a wide variety of enrichment and academic activities that ensure all students are successful while providing social and emotional support.
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 Chula Vista Elementary School District has partnered with the YMCA of San Diego County to provide staffing for before-and after-school programs. The district and YMCA are working together to obtain outside collaborative partners to support the enrichment activities in the ELO Program. Students will be able to participate in enrichment activities provided by specialized vendors throughout the community.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are being met, and program improvement and accountability are occurring. The YMCA and CVESD will identify key quality standards that will be the focus of the year. Collectively with site leadership, program administration will establish monthly program goals and focuses. Ongoing technical assistance and resources will be provided to each school site. Through ongoing stakeholder surveys, results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with Site Administration, parents, staff and students through meetings, bulletins, and/or letters.
11—Program Management

Describe the plan for program management.

The Chula Vista Elementary School District is working with the YMCA of San Diego County to operate the before and after-school programs. The YMCA will have the following school site level staff: Site Supervisor, Assistant Site Supervisor, and Youth Leaders to work directly with students and families daily. The YMCA will also have higher level staff including Executive Director, Associate Executive Director and Program Director that work closely with the Chula Vista Elementary School District contacts on the program design and program implementation. At the District, the Expanded Learning Program Specialist will work closely with District leadership to ensure implementation and management of the program.

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.

The ELOP funding will allow our schools to increase service offerings in academics, wellness and enrichment and give ALL students and families the flexibility to participate based on their needs and interests. Funding will promote active and engaged learning opportunities for students who are not currently in ASES and DASH. By establishing outside community partnerships students will gain access to STEAM, visual and performing arts programs, cultural awareness, and service-learning opportunities. The funds will enable students to enhance and expose them to continuous learning opportunities and potential career paths in the future. The design will increase access to educational and enrichment services beyond ASES and DASH current offerings. Currently, ASES and DASH limit the number of students that have access to the program, based on funding level. By increasing the number of students access to educational and enrichment services, it will enhance program vision and mission and goals of providing a safe environment and a variety of opportunities that enrich the lives of children and youth.
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?

The Chula Vista Elementary School District Early Childhood Department will work with The YMCA staff on age-appropriate curriculum that is specifically designed for TK/K students. The Early Childhood Education Department will collaborate on program structure and daily, weekly, and monthly schedules that focus on age-appropriate education enrichment activities adapted to early childhood education. The YMCA of San Diego County will recruit Early Childhood instructional aides to work directly in the after-school program to ensure a seamless transition for transitional kinder. Additionally, efforts will be made to keep the TK/K students in a separate designated area.

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.

### Summer Sample Program Schedule

<table>
<thead>
<tr>
<th>Activity/Duration</th>
<th>Time</th>
<th>Monday- Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS &amp; AS Arrival &amp; Prep (15min)</td>
<td>7:00-7:15am</td>
<td>Set up materials &amp; area for Student Check-In</td>
</tr>
<tr>
<td>Staff Prep/Set up (15min)</td>
<td>7:15-7:30am</td>
<td>Formula Five</td>
</tr>
<tr>
<td>Check-In &amp; Breakfast (30min)</td>
<td>7:30-8:00am</td>
<td>[1, 2, 3 Check]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Breakfast &amp; Clean-Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEL Check Ins</td>
</tr>
<tr>
<td>Assembly (15min)</td>
<td>8:00-8:15am</td>
<td>DYK: Fact</td>
</tr>
<tr>
<td>BWB (10min)</td>
<td>8:15-8:25am</td>
<td>A: Answer</td>
</tr>
<tr>
<td>Vendor Rotations (Olders) or Breakfast &amp; Team Building</td>
<td>8:30-9:30am</td>
<td>Transitions &amp; Prep for Vendors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vendor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vendor</td>
</tr>
<tr>
<td>Activity</td>
<td>Time</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>BWB</td>
<td>9:30-9:40am</td>
<td>Transitions &amp; Prep for Vendors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vendor Rotations (Youngers) or Brain Power Activity (Olders)</td>
<td>9:45-10:45am</td>
<td>Vendor or Brain Power Activity Name Here</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BWB</td>
<td>10:45-11:00am</td>
<td>Transitions &amp; Prep for Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MVPA</td>
<td>11:00am-11:30am</td>
<td>Assigned Lunch Area Clean-Up starts at 11:50pm AM Dismissal??</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>11:30am-12:30pm</td>
<td>Assigned Lunch Area Clean-Up starts at 11:50pm AM Dismissal??</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MVPA</td>
<td>12:30-12:45pm</td>
<td>Transitions &amp; Prep for Vendors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BWB</td>
<td>12:45-1:00pm</td>
<td>Transitions &amp; Prep for Vendors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vendor Rotations or ART Activity</td>
<td>1:00-2:00pm</td>
<td>Vendor or ART Activity Name Here</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BWB</td>
<td>2:00-2:15pm</td>
<td>Transitions &amp; Prep for Vendors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vendor Rotations or</td>
<td>2:15-3:15pm</td>
<td>Vendor or ART Activity</td>
</tr>
</tbody>
</table>

California Department of Education
Created September 30, 2021
### Expanded Learning Opportunities
#### Program Plan Guide

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART Activity (60min)</td>
<td></td>
<td>Name Here</td>
</tr>
<tr>
<td>BWB (15min)</td>
<td>3:15-3:30pm</td>
<td>Transitions &amp; Prep for Closing Assembly</td>
</tr>
<tr>
<td>Closing Assembly (30min)</td>
<td>3:30-4:00pm</td>
<td></td>
</tr>
<tr>
<td>Sign-Out &amp; Dismissal (30min)</td>
<td>3:30-4:30pm</td>
<td>Math24, Chess, Board Games, Skill Struck Until last student pick-up</td>
</tr>
</tbody>
</table>
Expanded Learning Opportunities
Program Plan Guide

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, and 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, and after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department’s guidance.

(B) Section 8482.6.

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

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

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

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

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

For at least 30 Non schooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.
Expanded Learning Opportunities
Program Plan Guide

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program
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.