

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: Soleil Academy Charter

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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. Soleil Academy Charter _____

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])

Expanded Learning Opportunities Program Plan Guide

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.

Soleil Academy Charter School provides an academically challenging, and disciplined, educational model with a safe and supportive learning environment for scholars, families, staff, and board members. Decision-making is driven by our mission in combination with findings from a multitude of local/internal and external data. At Soleil Academy, we believe that the path to college for our scholars begins at the elementary school.

Expanded Learning Opportunities Program Plan Guide

Soleil Academy was awarded the Multi-tiered System of Support (MTSS) grant and is in the initial phase of implementation. 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 scholars. 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 scholars' 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 scholars, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all scholars 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 scholars 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.

Soleil Academy prioritizes funding toward strengthening literacy schoolwide for all scholars. We invest in temporal, and curricular resources to ensure powerful literacy acquisition for our scholars. Soleil Academy provides a unique yet comprehensive focus on the development of oral language acquisition and proficiency as the hallmark of our school wide enrichment program; and continuously measure students' academic progress on growth, through comparative, and absolute terms.

Soleil Academy will offer its scholars with access to the ELOP at both campuses (TK-1: Mark Twain; and Grades 2-5: Rosa Parks). Soleil Academy is committed to providing social and emotional supports to support the mental health needs of our scholars. The Dean of Culture who leads schoolwide community meetings, and implementation of the MTSS Framework, addresses scholar behavioral issues with de-escalation techniques will ensure the SEL needs of our scholars are met in the Expanded Learning Opportunity Program (ELOP).

Attendance will be taken at the start of the program each day. All Scholars must be signed out to a parent/guardian in order to be dismissed from the program.

Expanded Learning Opportunities Program Plan Guide

Our scholars will participate in daily morning meetings aligned to the Bravery, Respect, Integrity, Generosity, Hard work, and Tenacity (BRIGHT) Core Values with their teachers. Bright Character development skills aim at creating a strong foundation with self-identity. Our teachers implement the SEL curriculum, which is embedded in daily instructional practice, expectations and in the daily SEL check-ins with scholars, reinforcing a variety of social emotional skills. Our Scholars will participate in Community Circles at the start of the program and Closing Circles at the conclusion of the program, in alignment with the BRIGHT Awards.

Soleil Academy will also utilize the Afterschool All Stars service provider for its ELOP. All program staff will be clearly recognizable and wear designated identification badges and/or uniforms at all times. Visitors are required to sign-in at the front office and are monitored on campus at all times.

During the program, all staff including service providers will be expected to maintain line of sight of all scholars at all times. Student will be monitored by program staff when they need to leave the program location for reasons such as, but not limited to, early dismissal, or restroom breaks. Soleil Academy's Operations Director will provide training for staff and service providers (Afterschool All Stars) on Soleil Academy's Comprehensive School Safety Plan.

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.

Soleil Academy will provide a multitude of learning activities tailored to scholar interests. The ELOP will implement active, meaningful, and engaging methods that promote collaboration and a growth mindset that supports and/or supplements the instructional day. Scholars will have access to enrichment activities that will incorporate STEAM-focused through STEAM Camp, inquiry-based, interactive, hands-on activities, that support and/or supplements the instructional day. Scholars will have access to opportunities where they will experience active and engaged learning in areas that may include visual and performing arts, reading clubs, competitions, competitive games, STEAM Camp, evidence-based high dosage tutoring/tutoring block, homework assistance, and nutrition.

Our goal is to provide scholars with academic enrichment opportunities and activities designed to complement the instructional day through tiered targeted supports across

Expanded Learning Opportunities Program Plan Guide

various disciplines but with a focus on literacy and mathematics. Academic support will be made available in core content subject areas (ELA, Math, Science, Social Studies) through high dosage evidence-based tutoring. Scholars will have access to technology during educational literacy component and to accelerate digital learning.

3—Skill Building

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

Our school's ELOP will enhance the 21st Century skills of communication, collaboration, critical thinking, and creativity (the four Cs) by engaging students in project-based learning activities with a STEAM focus using 21st century skills. Our school will offer books clubs that will focus on strengthening foundational literacy, communication, and comprehension skills. In addition students will participate in skill-building through Music and Art.

Academic activities are aligned with Common Core State Standards that supplement the instructional day. Enrichment supports retention by engaging students in fun, interesting activities, while promoting through-provoking discussion and building cooperative skills that will contribute to future success.

The ELOP will support scholars in building foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, scholars will work in groups to gain technological literacy and learn the importance of teamwork, goal setting, and completion to promote academic achievement and future success in college and career.

4—Youth Voice and Leadership

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

The ELOP will provide opportunities for scholars to engage in youth voice and leadership. Scholar input will be solicited in designing the academic, enrichment, and physical education services that will be offered through scholar surveys, and student council; in addition to parent surveys. Planning of the educational enrichment activities will consist of compiling and reviewing scholar and school data that will be used to inform and drive the

Expanded Learning Opportunities Program Plan Guide

selection of educational enrichment activities. Soliciting scholar input is essential to the success and participation of the ELOP. In addition to initial surveys, scholars will be surveyed throughout the year to engage and give scholars a formal voice in the development and impact of program practices, curricula, policies, and scholar council (leadership) through the ELOP.

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.

Soleil Academy's ELOP will provide opportunities for scholars to engage in healthy choices and behaviors by incorporating physical fitness/activities (Active Atoms), sports, and social-emotional learning activities into the daily programming. These activities will be structured and teach specific skills that scholars can develop throughout the year. Activities will be rotated so that scholars will be exposed to a variety of options.

Our school emphasizes social-emotional and physical health, which are supported through healthy practices and program activities.

Scholars will have access to breakfast, lunch, and snacks, that conforms to the nutritional standards of the United States Department of Agriculture (USDA) free and reduced lunch guidelines for nutrition and portions.

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 ELOP will promote cultural and linguistic diversity by providing opportunities for scholars to celebrate various cultural and unique backgrounds, through a variety of activities that will take place onsite including International Nights and Fall Festival. Soleil Academy staff have participated and continue to participate in training on Diversity, Equity, and Inclusion (DEI) to support the learning of our diverse group of scholars.

Expanded Learning Opportunities Program Plan Guide

Access to the ELOP is essential to meet the needs of Students with Disabilities (SWD), English Learners, and scholars that face barriers that could limit their participation. The Special Education Team will communicate, collaborate and train ELOP staff to ensure appropriate supports for Students with Disabilities (SWD) through accommodations and/or modifications as they relate to the student's IEP are met. Members of the Special Education Team will provide professional development and coaching to build the knowledge and skills of ELOP staff and vendors needed to work effectively with SWD.

7—Quality Staff

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

Soleil Academy participates in rigorous and extensive recruitment practices in collaboration with the Director of Human Resources. ELOP staff and vendors will participate in ongoing professional development including 2-weeks of summer professional development led by leaders that will provide expertise. Soleil Academy hires, trains, and evaluates all ELOP staff. All staff are required to undergo DOJ live scan, TB testing, CPR testing, in addition to mandated reporting requirements. All vendors (and their staff) will undergo background checks, TB testing, and CPR testing.

8—Clear Vision, Mission, and Purpose

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

Soleil Academy will provide a quality after school program that shall be an extension of the regular instructional school day. The ELOP will enhance scholars' physical, emotional, academic, and social-emotional development through meaningful and purposeful activities built around education, family, and community.

MISSION: Through academic rigor, character development, and a structured learning environment, Soleil Academy Charter School will ensure that every transitional kindergarten through fifth grade scholar has the foundation necessary for college success and a future bright with opportunity.

The ELOP will monitor progress towards its goals on a regular basis and will continue to collaborate with educational partners in the process of reviewing and modifying program goals. Progress and outcomes related to the ELOP goals will be communicated to our educational partners.

Expanded Learning Opportunities Program Plan Guide

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.

Soleil Academy has partnered with the following:

- Better For You - meal service provider, and also provides nutrition workshops
- InspireEd Center – provides workshops and group counseling
- Afterschool All Stars: ELOP provider

Soleil Academy will continue to seek partnerships with community-based organizations and non-profit organizations that support our school’s mission, and vision and expand services for scholars through the ASES and ELOP program.

The ELOP program will engage all educational partners including: (scholars, parents, staff and community) by ensuring that its vision and mission align and are reflected in the program goals and objectives based on input and feedback from its educational partners.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Soleil Academy will implement the components outlined in CDE’s [Guidance for developing and implementing a data-driven quality improvement process for Expanded Learning Programs](#).

The principal will lead bi-weekly (or as needed) ELOP Leadership meetings with the Operations Director, Special Education Educator/Coordinator, EL Coordinator, Dean of Culture; and Site Director Afterschool All Stars for the planning and implementation of the ELOP Program. If other service providers are acquired, their site director will also participate in bi-weekly meetings. The ELOP Leadership team will identify programmatic needs, staffing, scheduling to ensure effective implementation of the ELOP Program.

Soleil Academy’s leadership team will analyze multiple types of student achievement and local data including:

- NWEA MAP (Math/ELA)
- STEP (Reading) assessment

Expanded Learning Opportunities Program Plan Guide

- SBAC ELA & Math Assessment
- ELPAC Summative Assessment (for ELs)
- Reclassification Rates
- CA Science Test (CAST)
- Achieve 3000
- School climate surveys (student/parents)
- Attendance

The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

Strategic Teaching and Evaluation of Progress (STEP) is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity for literacy instruction and provides educators with the data necessary to improve student achievement in literacy across grade levels. UChicago Impact's STEP provides schools with a meaningful, developmental literacy assessment and professional learning that supports educators in using student data to increase the volume of students on track to reading proficiency.

Achieve 3000 is a supplemental online literacy program that provides nonfiction reading content to students in grades TK-12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It has a rating of "strong" from Evidence for ESSA, based on a wide body of research, including a gold standard study, for demonstrating accelerated literacy growth for students across grade levels and abilities. It allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction, and creating a culture of literacy that supports all students. Achieve 3000 supports students to continue to accelerate their literacy growth in order to be on track for academic success.

11—Program Management

Describe the plan for program management.

Soleil Academy's Program management will be overseen and led by the Operations Director. The ELOP leadership team comprised of the school's Principal, Operations Director, Special Education Educator/Coordinator, EL Coordinator, Dean of Culture and Site Director Afterschool All Stars (service provider) will meet on a bi-weekly basis (or as needed) for the planning and implementation of the ELOP Program. If other vendor services

Expanded Learning Opportunities Program Plan Guide

are acquired, the vendor site director will also participate in bi-weekly meetings. The ELOP Leadership team will identify programmatic needs, staffing, scheduling to ensure effective implementation of the ELOP Program.

Principal will have overall decision-making; assist with the design of the ELOP; design the program/curriculum; analyze student/school data to identify scholars for ELOP; and responsible for maintaining budgets and fiscal reporting.

Operations Director will lead the after-school program, intersession, and summer school enrichment for the ELOP, including enrollment and daily attendance. In addition, the Operations Director will ensure continuity with the in-school program and support any major discipline issues that arise during the after-school program.

Dean of Culture will lead community circles and closing circles; aligned to the Bravery, Respect, Integrity, Generosity, Hard work, and Tenacity (BRIGHT) Core Values. The Dean of Culture address student behavioral issues with de-escalation techniques.

Expanded Learning Opportunities Program Plan Guide

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.

ELOP funds will be used in combination with ASES funding to move towards a single program, as one comprehensive and universal Expanded Learning Program. ELOP funds will be used to expand student access to the Expanded Learning Program and increase service offerings in academics, enrichment, recreation, and wellness and allow scholars to participate based on their needs and interests. All scholars will be invited to participate in intersession and Summer Program. Soleil Academy's ELOP will integrate specialty programs and field trips to allow for a more robust program.

Currently, ASES limits the number of scholars that participate in the program, based on the funding level. By increasing access to educational and enrichment services, it will enhance our school's mission, vision and goals while providing a safe learning environment with a variety of opportunities that will enrich the lives of our scholars. Funding will also promote active and engaged learning opportunities for scholars currently not enrolled in ASES. Our partnerships will allow for scholars to gain access to academic support, experiential learning opportunities in science, STEAM integrated activities, visual and performing arts, cultural awareness, and social-emotional learning. ELOP Funds will also be used to fund ELOP personnel, including instructional materials/supplies for the afterschool, summer, and intersession ELOP Program.

ELO-P will be used to create a comprehensive Expanded Learning Program in the following ways:

- All scholars will receive Academic, Enrichment, and Recreation opportunities.
- All scholars will be invited to attend all intersession opportunities.
- All scholars will be offered the same opportunities regardless of grant
- Integrating specialty programs and field trips will allow for a more robust program

Expanded Learning Opportunities Program Plan Guide

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 Transitional Kindergarten and Kindergarten program are integrated within Soleil Academy's educational program and are staffed with appropriately credentialed teachers, and teacher assistants during the instructional day. For purposes of the ELOP, TK/K will maintain a pupil-to-staff ratio that will not exceed 10:1. Our staff in combination with Afterschool All Stars staff will serve scholars in TK/K. Specific training for TK/K staff will be provided through professional learning during summer professional development and as needed throughout the year. Developmentally appropriate curriculum will be created and provided for the TK/K program and include literacy enrichment.

Sample Program Schedule

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

SAMPLE INTERSESSION/SUMMER SCHEDULE (AM/PM Schedule)

8:00 – 8:30am – Sign-in/Welcome & Breakfast
8:30 – 8:45am – Restroom/hand wash break
8:45 – 9:15am – Community Building
9:20 – 10:15am – Enrichment
10:15 – 10:25am Energizer
10:25 -11:20am – STEAM Camp
11:20 – 11:30am – Brain Break
11:35 – 11:55am – Active Atoms (Physical Activity)
12:00 – 12:30pm – Lunch
12:30 – 1:00pm – Organized Play
1:00 – 1:15pm – Restroom/Handwash Break

Expanded Learning Opportunities Program Plan Guide

1:15 – 2:15pm – Academic Intervention/Brain Break
2:25 – 3:25pm – STEAM Camp
3:30 – 4:15pm Active Atoms (Sports)
4:15 – 4:30pm - Restroom/Handwash Break
4:30 – 5:30pm – Thematic Activity
5:30 – 5:40pm – Brain Break
5:40 – 5:50 pm – Wind down (Meditation)
5:50 – 6:00 pm - Dismissal

SAMPLE SCHEDULE (INSTRUCTIONAL DAY)

7:15 – 8:00am – Breakfast & Welcoming Activity
8:00 – 3:30pm – Instructional Day & Lunch
3:30 – 6:00pm – Community Circle (Welcoming), Snack, Academic intervention, SEL Support, and Closing Circles

SAMPLE SCHEDULE (INSTRUCTIONAL DAY – MINIMUM DAY)

7:30 – 8:00am – Breakfast & Welcoming Activity
8:00 – 2:00pm – Instructional Day & Lunch
2:00 – 6:00pm – Community Circle (Welcoming), Snack, Academic intervention, SEL Support, and Closing Circles

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, 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.

Expanded Learning Opportunities Program Plan Guide

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

Expanded Learning Opportunities Program Plan Guide

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.