

# Expanded Learning Opportunities Program Plan



Prepared by Gompers Preparatory Academy  
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# Expanded Learning Opportunities Program Plan 2023-2024

## **Name of Grantee/Local Educational Agency (LEA)**

Gompers Preparatory Academy

## **LEA Program Administrator (District person with program responsibility)**

Name and Title: Lisa Maples, Chief Officer of Student Affairs

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## **Name(s) of After School Program Site(s)**

<b>Site Name</b>	<b>Projected Daily Attendance</b>
Gompers Preparatory Academy	220

## **Target Population**

<b>Target Population</b>	<b>Percentage of School Population</b>
Homeless	3.1%
Foster Care	0.29%
English language learners	39%

## **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 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.***

GPA is committed to providing students with a safe, violence-free, social-emotionally supportive learning environment. In order to accomplish this goal, the staff is dedicated to modeling and supporting an environment that supports these commitments and addressing issues that do arise on campus in a manner that involves staff, students, and families.

GPA is committed to the safety of our staff and students during individual and school emergencies. Drills are conducted to ensure all students and staff members are well practiced in our emergency procedures. All of the same procedures and protocols will be used and practiced by both the after school programs and regular instructional day programs to ensure consistency.

The Encore, after school program, is operated on the campus of Gompers Preparatory Academy and maintains a safe environment for its students through careful supervision and planning. We offer a structured and predictable environment for students. The Gompers Preparatory Academy (GPA) ASES program is closely aligned with the GPA school program. Encore, which means “to do again,” is inextricable from the GPA culture and community. The facilities used by Encore also adhere to our policy of keeping students as our focus. Encore has dedicated facilities, a large classroom. Encore also has access to a wide range of facilities for Campus Life Experiences (CLE’s), including the athletic field, the auditorium, campus courtyards, and other outdoor seating arrangements. The ability to use multiple venues on campus allows for student engagement and sense of value, as students are not confined to one or two areas for the duration of the program. Instead, different events happen in different locations, giving the students a sense of belonging, and ownership of the campus during the program.

Safety procedures established by GPA are strictly adhered to. After school programming is included in the Comprehensive School Site Safety Plan and staff are trained on safety protocols prior to the start of the school year. Emergency evacuation drills including earthquake and lockdown drills will be conducted two times per school year. After school staff are aware of the locations of fire extinguishers and AEDs on campus. A current and easily accessible list of emergency contacts for students will be maintained. Staff have access to emergency contacts through our school database: PowerSchool.

Every Encore staff member is mandated to complete the following trainings: CPR and first aid, child abuse and neglect/mandated reporter, suicide ideation, threat assessment, effective supervision, making school safe and inclusive for LGBTQ students, sexual harassment, pest management. Other safety measures we employ are, every staff member is easily recognizable by a visible name tag; staff carry two-way radios; our school site has 31 high resolution cameras throughout the campus, lock down kits in every area utilized by program staff and 6 AED defibrillators in key areas of campus. GPA's school site is a secured campus with 8 foot fences around the perimeter and single entry and exit points. All GPA educational partners are required to go through TB screening and Live Scan background check, prior to working with students.

Students must have parent consent to attend the after school program. If students walk home, they will be instructed to call or text their departure to a parent. The program schedule will include times and locations with assigned staff and will be referenced with classroom rosters so that staff has an exact location for every child while on campus. Staff will continuously monitor classroom rosters, conducting headcounts before and after each transition.

Encore uses a restorative discipline plan aligned with GPA's Code of Conduct. This alignment will ensure student social-emotional learning services that support a safe and nurturing environment.

During the program, all staff will be expected to maintain line of sight of all students. Students will be monitored by program staff when they need to leave program location for reasons such as, but not limited to, restroom breaks. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures. Encore has a designated cell phone line that is published to parents.

Program staff have regular staff development. All professional development days and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols.

When addressing student injuries, staff will follow established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student.

## **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.***

Our program, Encore, is an extension of the regular school day. After school we take into account the diverse learning styles and interests of the students.

Encore staff are GPA staff. To plan and implement a unique educational after school program, our advisors are engaged in various academic settings during the regular school day. Staff visibility during the school day is a critical factor in building positive student-staff connections. These connections can indeed transfer to after-school hours and have a significant impact on a student's overall educational experience.

A prime example of a unique learning program that takes place after school is the Reading Intervention Program that was implemented in collaboration with the ELA teachers. A reading fluency program was implemented for students struggling with literacy. At the beginning of the term, an Encore Advisor examines the students' assessment scores for English/Language Arts and compiles lists of the lowest-scoring students. The Advisor then emails English/Language Arts teachers with the list of suggested students for the literacy program, and the teachers nominate students for participation in the program. The selected students are assigned to an Encore-affiliated teacher or Encore Advisor and participate in weekly, after-school workshops devoted to reading and writing.

In addition, Encore Advisors execute unique experiences in which students can be active and engaged in learning. Some formalized current CLE's are photography, STEM, robotics, cooking, choir, DIY, and SOAR- a student leadership program.

Field trips are scheduled throughout the school year, not only to reward students, but also to provide enriching opportunities for students outside the classroom.

The program provides more educational enrichment through regular tutoring. Every day after school, Encore-affiliated teachers work with groups of students on mastering academic material they learn during the school day. Furthermore, students who need extra support are provided with volunteer tutors to work with them one-on-one. Finally, a significant portion of the program is devoted to the daily "Genius Hour," a strictly-enforced period in which students are expected to read, do their homework, or

study. Advisors provide homework help and supplemental academic materials during this time.

### **3- Skill Building**

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

Encore's educational and literacy element includes tutoring and academic assistance designed to help students meet grade-level standards. Academic programming will be provided Monday - Friday for a minimum of 45 minutes.

During Encore, students will have the opportunity to engage in activities that enhance their learning and empower them to develop and demonstrate 21st century learning skills. Students will be able to practice skills such as team building, collaboration and use of effective communication, note-taking, organization with our school planner, time management, and study skills. Through the activities provided students will also increase their understanding of creativity, critical thinking, and information and communication technology.

### **4- Youth Voice and Leadership**

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

Encore supports GPA's overall mission and goals to access and address the needs of students. Overall, the needs were identified as being extra support with academics before and after school, parental education and involvement, and providing safety and stability for all students. GPA has a saying of "With Students First," which is reflective in the Encore programming. As a result, students play a meaningful role in program design and implementation.

The Encore program also uses student surveys to analyze how students are enjoying the Campus Life Experience (CLE), if they are learning from the CLE, and any suggestions they may have for the addition or removal of certain types of CLEs. This helps students feel involved in the process, maintain open lines of communication between students and staff, and ensures that students have engaging, enjoyable CLEs available to them.

The CLE offerings are also promoted on the Gompers Preparatory Academy website and Instagram throughout the year. Parents, students, and community members are able to visit the site and view offerings, updates, and highlights.

## **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.***

Encore students are given daily opportunities to participate in structured physical activities that support them in learning and growing through play. Play provides students with opportunities to learn while engaging in fun activities, and building social skills in both recreational and physical activities.

Encore has partnered with AthLead who provide a wide variety of physical activities for students, with the goal to prepare students for a lifelong commitment to physical activity, health and wellbeing.

Encore student athletes also have the opportunity to participate in competitive sports through the San Diego Community Athletic Lead (SDCALi). Participating in league sports is not only about physical well being, but aims to make better scholars by improving academic achievement. Encore student athletes must maintain a minimum of 2.5 gpa in academics and a 3.0 in citizenship.

Encore students are provided with a healthy meal after school every day. Meals are provided through San Diego Unified School District's Food Services.

In addition, students may be offered the opportunity to participate in a cooking CLE that involves making a healthy snack that is in alignment with healthy nutritional practices.

## **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.***



Encore aspires to provide a program that sparks student interest, helps students succeed in school and prepares them for high school and post-secondary success. Encore staff work with students to promote and help them experience an equitable environment that embraces diversity in all ways.

Orientation and ongoing professional development includes diversity, equity, and sensitivity training, including specific steps to outreach to students with disabilities to accommodate the physical and developmental abilities of all students served.

Program information is provided to students and families in both English and Spanish languages.

In order to reach as many students as possible, it is extremely important that Encore maintains attendance requirements. There are a few methods used for student recruitment and retention:

- Make announcements during the school day about the wide range of Campus life experiences to cater to diverse interests ( Including, sports, arts, leadership, dance, acting, etc.)
- Implementation of a marketing team to produce video promotions, flyers and postcards for distribution to target populations

As a direct result of our combined efforts, the program is committed to building a welcoming environment by representing and celebrating diversity and inclusivity. Students and staff are comfortable sharing, and are given opportunities to share, from their diverse experiences and backgrounds.

## **7- Quality Staff**

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

GPA ensures that all staff members who directly supervise/teach students meet the minimum requirements of their position by confirming all credential and educational requirements prior to onboarding. To further confirm, GPA leadership are directly involved in the interviewing process for Encore program staff and will confirm eligibility.

The hiring process for an Encore Advisor is highly selective. We recruit from a few different sources, such as the EdJoin and InDeed websites, as well as reach out to college campuses, in order to generate the largest applicant pool possible.

Before any new hires lead or work independently with students, they undergo two weeks of intensive training with the Encore Program Coordinator on-site to learn about our GPA culture, active supervision, and behavior management. New hires also observe classrooms during the regular school day and participate in lunch time supervision.

GPA staff development days, prior to the start of the academic year, allow staff members to participate in organization-wide training and meetings that keep everyone involved in school culture and give everyone a personal stake in the success of GPA.

Encore staff members must attend regular professional development (PD) activities throughout the school year. Activities are chosen based on the relevance to the daily work of Encore Advisors. For instance, San Diego County Department of Education, as well as other affiliated organizations, provide training specific to after school programs (called Expanded Learning programs) that focus on topics such as forging connections with students, language and literacy, academic support, and overall program design and implementation. Encore Advisors regularly attend these training sessions, learn about the Quality Standards for Expanded Learning in California and the topics of the specific training, and report back to their supervisors about these training upon return to the school site.

## **8- Clear Mission,Vision, and Purpose**

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

Our mission, in partnership with UCSD and our community, is to accelerate academic achievement for all students through a college preparatory culture and curriculum. Our vision is to continue leading the charge for educational equity through consistent, strong, and innovative leadership,intentional reflective practices, continued growth and improvement, and preserving the number one priority of GPA, which is to keep students first in all that we do.

Our mission is to accelerate all students' achievement regardless of their abilities, English language development, mental health classifications, and diverse learning and social/emotional needs. All students are expected to know the mission statement, and the REACH (Respect, Enthusiasm, Achievement, Citizenship, Hard Work) values .

Encore leadership and staff work to integrate GPA REACH values into after school programming by fostering strong relationships with students, engaging students in work that is meaningful, and creating an equitable learning environment.

## **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.***

Encore has developed collaborative partnerships with non- LEA entities that provide programming in art, music, athletics, and social-emotional learning. Our partnerships include:

University of California, San Diego GPA's chief partner, UCSD, provides several contributions to the school-and to Encore specifically. For example, UCSD provides student volunteers through the universities partnership schools programs which allow UCSD students to volunteer their time at GPA including Encore for course credit. Because of this program, Encore receives assistance with tutoring and sports from UCSD through student volunteers.

Scripps Performing Arts - provides ballet classes for our students.

Manhood ABC- provides social emotional learning. Manhood ABC, provides at-risk adolescent boys with a challenging curriculum and group environment so that they may learn integrity, accountability, compassion, and respect for others. This program supports boys with social and emotional deficits, develops personal responsibility and guides them towards a healthy manhood. They support at risk boys to cope with the ordeals they will face during their adolescent years. Students have the opportunity to learn about integrity and what it means to be a good man. They bond with and constructively support each other at their respective schools. The at-risk boys are also tasked with completing the challenging goal of learning how to "Man up" in diverse situations. The environment in Manhood ABC is ideal for at-risk boys to reflect on their lives and overcome their fears, anger, and frustrations from feeling in many cases lost, alone, uncared for and unguided. The program engages and challenges at-risk adolescent boys to help them see new possibilities they often have never considered.

AthLead - provides recreational sports, competitive sports through league

First Inspires, this organization serves as a global robotics community that prepares young people for the future through science and technology. Engaging them in exciting mentor-based programs that build science, engineering, and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership. Engage PreK-12 (ages 4-18) students in exciting, mentor-based, research and robotics programs that help them become science and technology leaders, as well as well-rounded contributors to society. These

programs use strategies known to increase student interest in STEM: hands-on learning, working as a team on real-life problems, exposure to careers and adult mentors. Participants also develop skills in teamwork, problem solving, and communication, preparing them for success in school and the workforce, no matter what path they take.

## **10- Continuous Quality Improvement**

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

In order to maintain Encore's high standards, GPA will use a combination of measures to gauge student success in programming. The measures of success will be grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE).

In partnership with the San Diego County Office of Education ELOP, data is collected in a variety of ways which include: surveys, interviews, observations, and self-assessments. The information collected from all educational partners which include: students, parents, community members, staff and school leadership is used to inform needed improvement of the program.

Encore leadership meets regularly with GPA leadership to discuss areas of program design and implementation, provide program and financial guidance, and conduct ongoing formative evaluation to ensure continuous program improvement.

## **11- Program Management**

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

GPA's Encore program goals are to provide programming that is aligned with the mission of GPA. Encore is designed to support instructional day success through academic and enrichment activities before and after school and during summer.

Program operations are overseen by GPA's Chief Officer of Student Affairs; who ensures grant compliance, fiscal management and reporting, as well as day-to-day operational support.

The Encore Program Coordinator is responsible for program administration and oversight, including supervising program staff.

Encore staff implement academic support and enrichment programming, maintaining a 20:1 student-to-staff ratio.

The Encore Office Assistant oversees the tracking and reviewing of attendance data and provides regular reports and compliance assurance.

To maintain fiscal accountability and consistency, GPA contracts the services of ExEd, a nonprofit organization devoted to providing business support to community-based charter schools in Southern California. ExEd aids the program with financial expertise such as budgeting, compliance notifications, and vendor activity reports.

GPA is committed to meeting all reporting expectations for the ASES grant. An annual independent financial audit of the financial records of GPA Encore program is conducted each fiscal year by Vincenti, Lloyd & Stutzman LLP. The GPA audit is conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools. The examiners audit attendance and expenditures.

The financial records of GPA are kept in accordance with generally accepted accounting principles, and as required by applicable law.

To ensure that the program adheres to all policies and guidelines, the program plan is reviewed twice a year (once in September, once in June) with GPA leadership, Encore Program Coordinator and Assistant Coordinator. During these planning meetings, logistics and implementation are reviewed, as well as the program plan. The plan is submitted to the GPA Director and the GPA Board of Directors.

**Describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.**

The program's design and activities reflect meaningful and engaging learning experiences that promote collaboration and maintain high expectations for all students. Encore recruits and retains high quality staff who are committed to creating an intentional learning environment with a clearly defined mission, vision and purpose.

The structure of our Campus Life Experiences (CLE) ensures that students are kept as the central focus of the program. Encore staff develop CLE's based on student interest and student needs; whether they are oriented towards academics, athletics, art, visual and performing arts, or personal development. Encore Advisors create a monthly calendar and a daily agenda to ensure consistency and structure, as well as implementation of standards. The advisor then creates a promotional video and flyer to market their CLE to the students. Students may choose to attend the CLE of their choice (unless a teacher or staff member recommends them for certain CLE's), and staff members maintain open communication with the students so that they are constantly aware of what sorts of CLE events and programs the students would like to have in the

program. If a CLE's attendance falls below the average level of attendance for each CLE, the staff member in charge of it is encouraged to reimagine the CLE or to market it differently to the students. This ensures a consistent development of CLE offerings and a high level of engagement on the part of students.

### **Sample Program Modified Bell Schedule Days (Early Dismissal)**

1:45-2:15pm	Students Arrive for program/Snacks
2:15pm-3:15pm	Students will join Genius Hour for homework support
3:15pm-5:00pm	Campus Life Experience 1 * Student interest Groups
5:10 pm-6:15 pm	Campus Life Experience 2 * Student interest Groups
6:15pm-6:30pm	Students sign out for the day

### **Sample Program Schedule Tuesday- Friday**

4:00pm-4:15pm	Students Arrive for Program/Snacks
4:15pm-5:15pm	Students attend Genius Hour for homework support
5:15pm-6:00pm	Campus Life Experience *Student Interest Groups
6:15pm- 6:45pm	Students sign out of the program

#### **1. Student Engagement**

Encore Advisors maintain active engagement during programs as well as during the day. They take into account the diverse learning styles and interests of the students in program planning and implementation. They ensure that the students are not only developing and learning but are also having fun.

#### **2. Open Communication**

The Encore Coordinator maintains an open-door policy with staff and students so that all stakeholders can easily ask questions and address concerns. The Encore advisors maintain open communication with the students by encouraging them to ask questions and address concerns, as well as maintaining a welcoming environment so that students feel that Encore is a safe space for communication.

### 3. Academic Support and Development

The Encore program is a time of learning for students. Encore Advisors and teachers provide opportunities for homework support and one-on-one sessions for students who need extra support. Encore maintains communication with GPA Academic leads to ensure that the program supports curriculum and state standards.

### 4. Using data to inform instruction

The Encore coordinator and a few Encore Advisors evaluate data such as attendance, grades, in-school assessments, and standardized test scores to adjust the program to adhere to school and student needs. Given the learning loss we are experiencing, Encore's role in supporting academic success is even more important and analyzing data such as math/reading scores from both in school and state level is critical in understanding the diverse needs of our students.

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**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

## ***EC Section 46120(b)(2):***

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance. (B) Section 8482.6.

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

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

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

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

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

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.



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## ***EC Section 46120(b)(3):***

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

## ***EC Section 46120(b)(4):***

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

## ***EC Section 46120(b)(6):***

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

## ***EC Section 46120(c):***

A [LEA] shall be subject to the audit conducted pursuant to Section 41020

to determine compliance with subdivision (b).

## ***EC Section 8482.3(d):***

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

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

## ***EC Section 8482.6:***

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family

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

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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.