

Expanded Learning Opportunities
Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Connie Cha, Director

Fresno Unified School District (FUSD)
Extended Learning Department
4120 N. First Street
Fresno, CA 93726



Board Approved:
May 24, 2023

**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: Fresno Unified School District

Contact Name: Dr. Bob Nelson, Superintendent

Contact Email: Bob.Nelson@fresnounified.org

Contact Phone: 559-457-3547

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

Elementary Schools
1. Addams Elementary
2. Akira Yokomi Elementary
3. Ann B. Leavenworth Elementary
4. Ayer Elementary
5. Aynesworth Elementary
6. Birney Elementary
7. Bullard Talent
8. Burroughs Elementary
9. Calwa Elementary
10. Centennial Elementary
11. Columbia Elementary
12. David L. Greenberg Elementary
13. Deborah A. Williams Elementary
14. Del Mar Elementary
15. Easterby Elementary
16. Eaton Elementary
17. Edith B. Storey Elementary
18. Ericson Elementary
19. Ewing Elementary
20. Ezekiel Balderas Elementary
21. Figarden Elementary
22. Fremont Elementary
23. Gibson Elementary
24. H. Roger Tatarian Elementary
25. Hamilton Elementary
26. Heaton Elementary

Expanded Learning Opportunities Program Plan Guide

27. Holland Elementary
28. Homan Elementary
29. Irwin O. Addicott Elementary
30. Jackson Elementary
31. Jefferson Elementary
32. Juan Felipe Herrera Elementary
33. King Elementary
34. Kirk Elementary
35. Kratt Elementary
36. Lane Elementary
37. Lawless Elementary
38. Lincoln Elementary
39. Lowell Elementary
40. Malloch Elementary
41. Manchester Gate
42. Mario G. Olmos Elementary
43. Mayfair Elementary
44. McCardle Elementary
45. Miguel Hidalgo Elementary
46. Mollie S. Bakman Elementary
47. Muir Elementary
48. Norseman Elementary
49. Phoenix Elementary Academy Community Day
50. Powers-Ginsburg Elementary
51. Pyle Elementary
52. Robinson Elementary
53. Roeding Elementary
54. Rowell Elementary
55. Slater Elementary
56. Starr Elementary
57. Sunset Elementary
58. Susan B. Anthony Elementary
59. Thomas Elementary
60. Turner Elementary
61. Vang Pao Elementary
62. Viking Elementary
63. Vinland Elementary
64. Wawona K-8
65. Webster Elementary
66. Wilson Elementary
67. Winchell Elementary

Expanded Learning Opportunities Program Plan Guide

68. Wishon Elementary
69. Wolters Elementary
Middle Schools
1. Ahwahnee Middle
2. Baird Middle
3. Cooper Middle
4. Edison Computech Middle
5. Elizabeth Terronez Middle
6. Fort Miller Middle
7. Kings Canyon Middle
8. Rutherford B. Gaston Sr. Middle
9. Scandinavian Middle
10. Sequoia Middle
11. Tehipite Middle
12. Tenaya Middle
13. Tioga Middle
14. Yosemite Middle
High Schools and Alternative Education
1. Bullard High
2. Cambridge Continuation High
3. Design Science Middle College High
4. Dewolf Continuation High
5. Edison High
6. Erma Duncan Polytechnical High
7. Florence E. Rata
8. Fresno High
9. Fulton High
10. Herbert Hoover High
11. J. E. Young Academic Center
12. McLane High
13. Phillip J Patino School of Entrepreneurship High
14. Phoenix Secondary
15. Roosevelt High
16. Sunnyside High

Expanded Learning Opportunities Program Plan Guide

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>.

Expanded Learning Opportunities Program Plan Guide

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.

All Fresno Unified School District (FUSD) Expanded Learning Opportunities Program (ELO-P) safety procedures align with regular school day comprehensive safety plans. Access to support within the program remains fair and equitable in accordance with district standards.

- Program leads and staff work directly with site administration to plan and execute safety drills during ELO-P hours.
- Staff are trained to follow policies and procedures in alignment with the regular school day regarding all safety plans for fire, earthquake, lockdowns and active assailant.

Fresno Unified maintains a core belief that a safe learning and working environment is crucial to student learning. The Safe School Leadership Team (SSLT) at each campus in partnership with the Fresno Unified Safety Office maintains a Comprehensive Safe School Plan (CSSP) and coordinates safety trainings, drills, and procedures. The team typically includes the principal, vice principal, plant, office manager, and other school staff. These school safety procedures apply to all ELO-P program activities and staff operations as they do during the instructional day. Campus evacuation maps and threat procedures are easily visible in all rooms and school buildings. Lock-down and fire drills are conducted a minimum of three times per year at each school. At least one lock-down and fire drill is conducted during ELO-P program hours. Fresno Unified also maintains a Rapid Alert emergency text notification system that sends a text message to the cell phone of parents or guardians in the event a safety issue or incident occurs on or near school sites.

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 Fresno Unified School District Expanded Learning Opportunities Program (ELO-P) is designed to provide all students with access to engaging learning opportunities that aim to target their interests along with academic, physical, and social and emotional (SEL) needs. Fresno Unified Extended Learning department collaborates with school administration, Instructional Division departments, and instructional staff regarding ways to align the after school enrichment and intersession goals with district goals and standards while also providing students with opportunities that do not currently exist in their regular day classroom instructions. Discussions and plans are inclusive of considering current student assessment achievement scores, academic needs and providing resources and programs that help accelerate these students to being on grade

Expanded Learning Opportunities Program Plan Guide

level, along with providing community-based organization camp opportunities that peak students' interests. Individual program leaders and staff are consulted in review of data including but not limited to academic deficits, student behavioral needs, Individualized Education Program (IEP), 504 Plan, and English Language Proficiency Assessments for [California \(ELPAC\)](#), in order to ensure that the needs of all student subgroups are being addressed and met.

Enrichment opportunities are offered at each site.

- Instruction is differentiated to meet student learning needs.
- Individualized academic and/or behavior support that students receive during the regular school day is extended into the After School Program, Summer Program, and Enrichment Camps to ensure continuity of services and supports.
- Communication regarding student progress and continued support for improvement with student achievement in academics is facilitated through contact with the regular day school staff, teachers, site administration, instructional aides, and parents.
- Enrichment activities will provide stimulating opportunities and experiences.
- A variety of enrichment choices are offered after school throughout the school year and during Summer Program, Summer Camp, and Winter Camp.
- California Content Standards are embedded in all activities.

3—Skill Building

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

ELO-P enrichment activities will be available to all students after school and intersession to provide opportunities to bring adventurous learning focused on college and career, creative arts, crafts, sports, and fitness on-site with site staff and off-site with local community-based organizations. Students will acquire skills in their area of interest, regardless of experience level, with support from district leaders, teachers, and community partners.

4—Youth Voice and Leadership

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

Student voice and leadership are vital to the enrichment opportunities offered on-site with district staff and off-site with local community-based organizations. Students and families are provided with the option to participate in the enrichment program of their choice based on their interest and needs. Students are encouraged to build their capacity as leaders and take ownership in their learning and thinking regardless of program: academic, arts, sports, and career education. In order to evaluate program goals and areas of need for the program improvement, each site has an implementation team that may include but is

Expanded Learning Opportunities Program Plan Guide

not limited to the School Principal and/or Vice Principal, Academic Support Coach, Teacher, District Extended Learning staff, and representatives from Community Partner Organizations.

Student demographic data and academic data, if applicable, is shared with enrichment staff in after school and intersession along with our community partners to inform and guide the program practices, decisions, and planning. The program design includes clearly defined processes to ensure that program review and refinement is continuous, based on outcomes and student interests, and their needs reflected through student data. The program clearly uses data to determine the measured success of program goals and objectives, overall program effectiveness, and improvement in student achievement.

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.

Fresno Unified provides up to two free and nutritious snacks to all students in enrichment camps offered during after school and intersession. Guidelines set forth by the California Department Education and Nutrition Policy Unit are used by district food services. Sample menus along with nutritional value are placed in program files for review.

The Fresno Unified's wellness plan and board policies recognize the link between student health and learning and encourage a comprehensive after school program promoting healthy eating and physical activity for all students. Policies direct the district to build a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, behavioral and counseling services, health promotion by staff, a safe and healthy school environment, and parent/guardian and community involvement. The district Wellness Committee consists of a group of representatives from the district and community, and includes parents, students, administrators, teachers, health professionals, food and nutrition specialists, community members and the University of California CalFresh Nutrition Education Program. The district's nutrition education and physical education programs are based on research, consistent with the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Healthy practices will include student wellness, fitness, and nutrition activities in the after school program.

The Fresno Unified ELO-P will implement and sustain healthy practices and program activities that align to the district wellness plan and policies. The program offers health, nutrition, and wellness learning and physical fitness activities that serve a variety of student and staff interests.

Staff, students, families and community partners will collaborate on promoting a healthy culture and environment on campus through after school program communications,

Expanded Learning Opportunities Program Plan Guide

displays and events.

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.

As of Spring 2022-23, 88.45% of Fresno Unified are unduplicated students. Students of all demographic groups are given the opportunity to participate in enrichment activities following the UPP criteria of the ELO-P. Expanded Learning programs is designed to create an environment in which students experience values that embrace diversity and equity in program offerings. All students with disabilities are provided the support needed to fully participate and engage in learning.

7—Quality Staff

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

ELO-P staff includes a combination of certificated instructors, classified para-educators, and college interns. All staff members either possess two years of study at an institute of higher education equivalent to 48 semester units or successful completion of the County Office adopted Para-educator Academic Assessment.

Qualifications:

Fresno Unified and collaborative partners concur that the minimum requirements for a highly qualified instructional aide in the after school program are:

- High School Diploma, General Education Degree (GED) or State High School Proficiency certificate *supplemented* by an Associate's or higher degree and sufficient training and experience to demonstrate needed knowledge and abilities. *(Two years of study at an institute of higher education equivalent to 48 semester units or successful completion of the county office adopted Para-educator Academic Assessment may be substituted for the Associate's Degree.)*

Fingerprinting:

- In compliance with AB346, all non-certificated after school employees are required to have a criminal background check with both the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) through their direct employer.
- As part of AB346, employees are also advised to consider obtaining an Activity Supervisor Clearance Certificate (ASCC), issued through the Commission on Teacher Credentialing (CTC).

Expanded Learning Opportunities Program Plan Guide

Recruitment:

Staff are recruited on an ongoing basis through the Fresno Unified Human Resource web site. Staffing sources include:

- Local Institutes of Higher Education
- Service Organizations
- Internal job postings

8—Clear Vision, Mission, and Purpose

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

Vision: *To enrich students' experiences by providing diverse, culturally and quality programs that occurs outside of the regular school day not limited to the After School Program, Winter Intersession and Summer Intersession that supports academic, social and emotional learning (SEL), and enrichment activities based on students' voice and choice and input from and in collaboration with community-based organizations, teachers, parents, and the community.*

Mission: *To provide high quality extended learning opportunities that occurs outside of the regular school day.*

Purpose: *To offer district-wide extended learning opportunities in collaboration with local community-based organizations partners in the greater Fresno County area by working together to provide a wide-array of programs in the After School Programs, Winter Intersession, and Summer Intersession. Through these programs, over 73,000 students will have access to free high quality expanded learning programs to support students' close the achievement gap.*

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.

A variety of community-based organizations (CBO) contribute to the collaborative partnerships of Fresno Unified’s ELO-P. Collaborative partners meet with Extended Learning staff to review, plan, and update the ELO-P program plan regularly and work closely with program staff on refining program implementations. Collaborations involve data review, identifying areas of positive improvements, and identifying areas for targeted improvements. Such collaborations will also be supported through job embedded professional learning opportunities to address critical areas identified for improvements. Fresno Unified prioritizes collaborative partnerships that are culturally and linguistically

Expanded Learning Opportunities Program Plan Guide

appropriate.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The evaluation process is aligned with the California Department of Education's After School Division and the California Afterschool Network and encompasses the 12 Quality Standards for Expanded Learning Programs (see below). These (12) standards include Point-of-Service and Programmatic Quality Standards. The process to review standards includes having program staff and site administration provide feedback on the standards they feel should be the focus for improvement of the year. Members of CBOs are also included in this process. Collectively, the 12 Quality Standards are adopted as the focus for the academic year in the Continuous Cycle of Quality Improvement (CQI).

11—Program Management

Describe the plan for program management.

The Fresno Unified ELO-P strives to support our students in becoming Career Ready Graduates by providing academic and enrichment opportunities outside of the traditional school day. To accomplish this mission, Fresno Unified ELO-P involve all schools, students, families, community, and community-based organizations in developing programs that:

- Provide opportunities for students to develop 21st Century skills.
- Support student academic achievement in literacy, math proficiency, and English Learner redesignation.
- Provide exposure to a wide variety of enrichment experiences related to fitness and nutrition, science, technology, and the arts.
- Build character and leadership skills.
- Provide a safe environment.
- Increase motivation and connection to school.

The program creates and annually updates manuals to address fiscal management, personnel policies, and program operation. Clearly defined policies, procedures, practices, and staff/partner roles allow the programs to adhere to federal, state, and local requirements. Each program has a clear organizational structure that includes staff job descriptions, lines of supervision, how to access resources, and program budgets. Funding relates to the program vision, mission, and goals for each school guided by the California Quality Standards for Expanded Learning and applies resources to build a program that is student-centered, results driven, includes community partners, and compliments learning activities in the regular school day. Community partnerships are established to support high quality after school programs based on input and assessment.

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.

The ELO-P funding will be used to enhance all ASES programs within Fresno Unified School District. Sites that don't have an ASES program will be funded through ELO-P to have an after school program; such sites will be required to follow the stringent ASES program requirements.

ELO-P funding will be used to increase enrollment during the ASES program; likewise, sites without the ASES grant will be required to enroll students in accordance with all current ASES guidelines. With the UPP ratio for FUSD being above 84%, Fresno Unified will be promoting a no-waitlist after school program policy. Parents are will be required to complete all after school program enrollment form for all students participating in the after school program to ensure sites have adequate staffing, supplies and data to supporting program funding.

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 plan for recruiting and preparing staff to work and serve transitional kindergarten students is as followed:

- Fall and Spring: Collaboration with Human Resources with recruitment and hiring of program staff by recruiting within and outside of the district who have experiences working with children.
- Summer (August): Provide Onboarding and Professional Learning to all staff

The Office of Extended Learning will work closely with existing and new hire staff in collaboration with departmental district staff and community-based organizations partners to provide continuous support in professional development, CHAMPS, curriculum, and social and emotional learning. Sufficient staff will be hired to main the 10:1 ratio during After School Program and Intersession time.

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.

After School Program Sample Schedule

Time	Gr. TK/K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6
1:30 PM – 2:30 PM	HW						
2:45 PM – 3:00 PM	Super Snack	Super Snack	Super Snack	Super Snack	Super Snack	Super Snack	Super Snack
3:00 PM – 3:40 PM	PE	HW	Lit/Math	HW	HW	Lit/Math	Lit/Math
3:45 PM – 4:25 PM	HW	Lit/Math	PE	PE	PE	HW	HW
4:30 PM – 4:45 PM	Snack	Snack	Snack	Snack	Snack	Snack	Snack
4:45 PM – 5:30 PM	Lit/Math	PE	HW	Lit/Math	Lit/Math	PE	PE
5:30 PM – 6:00 PM	Clean-Up	Clean-Up	Clean-Up	Clean-Up	Clean-Up	Clean-Up	Clean-Up

Expanded Learning Opportunities Program Plan Guide

Intersession Sample Schedule (Winter and Summer)

Time	Session
7:30 AM – 8:00 AM	Breakfast
8:00 AM – 11:45 AM	Instruction
11:45 AM – 12:30 PM	Lunch
12:30 PM – 2:00 PM	Instruction
2:00 PM – 5:00 PM	After School Program

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 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 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-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 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

Expanded Learning Opportunities Program Plan Guide

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.