

Expanded Learning Opportunities Program
Plan Guide

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**



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In collaboration with our Provider Partner



Expanded Learning Opportunities Program Plan Guide

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

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

Local Educational Agency (LEA) Name: Franklin-McKinley School District

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1. Captain Jason M. Dahl Elementary School
2. Franklin School
3. G.W. Hellyer Elementary School
4. R.F. Kennedy Elementary School
5. Lairon College Preparatory Academy
6. Los Arboles Literacy & Technology Academy
7. McKinley Elementary School
8. Meadows (Jeanne R.) Elementary School
9. Ramblewood Elementary School
10. Santee Elementary School
11. George Shirakawa Sr. School
12. Stonegate School
13. Windmill Springs School
14. Bridges Academy
15. College Connection Academy
16. Sylvandale Middle School

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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])

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/qualstandcqj.asp>.

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1—Safe and Supportive Environment

To ensure utmost safety and ease of access for all students, Franklin-McKinley School District (FMSD) and Catholic Charities of Santa Clara County (CCSCC) have partnered to deliver the Communities Organizing Resources to Advance Learning (CORAL) after school, intersession and summer school programs on-site at the district's schools.

Measures taken to implement safety procedures for the after school, intersession and summer school programs include:

- a. Annually, each FMSD school develops a School Safety Plan that is approved by the FMSD local governing board. This plan, available on the school and FMSD district websites, supports the needs of after school programs, including CORAL, as well as intersession and summer programs.
- b. CORAL site staff receive safety training provided by CCSCC's Facilities, Safety, and Security Department. Emergency procedures are outlined in the *Injury and Illness Prevention Program*. Training topics range from, but are not limited to: earthquake drills, gunman on campus, First Aid certification renewal from a qualified trainer, ICS, mandated reporter, and suicide awareness. CORAL staff also participate in safety trainings facilitated by FMSD staff, which cover site-specific protocols.
- c. CORAL staff members receive a copy of the annually updated CCSCC Emergency Preparedness and Safety Plan, which includes the phone numbers of CORAL and CCSCC administrators, and protocols for emergency scenarios. Six drills are conducted by Site Managers at CORAL sites, including fire, earthquake, bomb threat, lockdown, shelter in place, and natural disaster. Written procedures and training ensure that drill protocol aligns with the FMSD protocol students learn during the school day. CORAL Site Managers also participate in FMSD drills conducted by school staff during school hours so that they are familiar with emergency procedures. FMSD and CCSCC comply with the requirements of the California Code of Regulations (CCR) Title 8, 3203 and responsibilities defined under AB 1127 (Labor Code 6400, et. seq.) when conducting safety drills. The drill process is documented in CCSCC's *Injury and Illness Prevention Program* binder and the Site Manager provides drill reports to FMSD and CCSCC leadership.
- d. CORAL staff are easily identifiable, as they are required to be in uniform when working at the school site. Shirts, jackets and a lanyard with photo identification are provided.
- e. All program partners and volunteers/tutors are required to comply with agency safety procedures and protocols.

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f. Protocols are in place for addressing incidents and incident reporting. CORAL employees are required to report every on the job injury or illness to their immediate supervisor and CCSCC Human Resources. The CORAL Site Manager and other staff who witnessed the incident must also complete an Incident Report Form within 24 hours. Information is also provided to the site administration via email to make them aware before the start of the next school day. Incidents involving students are documented on the Incident Report Form using the same protocol with the additional step of contacting parents.

g. FMSD and CCSCC have various safety protocols, including mandatory CORAL student sign-in/sign-out sheets to ensure that staff, students, families, and program partners know where students are during program hours. Other safety practices are aligned to the School Safety Plan. To ensure a system of checks and balances, accurate emergency information is easily accessible. Emergency contacts for each student are maintained in the CitySpan Youth Services database site, the FMSD Infinite Campus database, and in hard copy kept at each CORAL site in a secure location.

h. CORAL's after school program releases students who walk home before sundown during daylight savings to ensure appropriate lighting; they are encouraged to walk in groups for increased safety.

2—Active and Engaged Learning

Program components were developed based on student and community needs assessed by leveraging the strong partnership between FMSD and CCSCC. CORAL uses Positive Discipline and Restorative Practices, frameworks that guide the implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. CORAL also utilizes research from the Project Cornerstone Developmental Assets program to ensure alignment to student and family needs. FMSD encourages restorative practices across all school sites and within all programs, including CORAL. CORAL staff are trained in Restorative Practices and Positive Discipline strategies such as community circles, relationship building, and repairing harm.

CORAL's approach to academic assistance utilizes an evidence-based literacy model. In a study conducted in 2012, the University of Notre Dame's Lab for Economic Opportunity demonstrated that CORAL's after school literacy program increased students' English scores at twice the level of non-CORAL students. CORAL staff are trained in Science of

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Reading practices in alignment with FMSD literacy practices and are provided with tools to support structured literacy strategies.

After school and summer school program activities directly address the needs of the students served in Franklin-McKinley School District in a variety of ways.

The expanded learning program activities directly address the needs of the students served in Franklin-McKinley School District in a variety of ways, including:

(a) Providing academic assistance to students in schools that have demonstrated need related to academic performance and needs of multilingual learners, including activities addressing literacy and math skills to counteract low achievement in those areas. FMSD partners with organizations such as BookNook, Lexia, and Writing A-Z to provide extended academic support for students within the CORAL setting.

(b) Homework assistance is part of the academic assistance component to reinforce the school day lessons while increasing the rate of homework completion.

(c) Physical activity to address student health and fitness needs as identified by staff members and parents. CORAL offers a variety of sports leagues for grades 1-8, where students compete against other schools in the district at game-days where families and community are invited to watch. Within the CORAL Moves program, CORAL staff partners with different organizations such as the San Jose Earthquakes and First Tee. CORAL also offers dance and cheer opportunities with accompanying competitions.

(d) Academic enrichment promotes 21st Century Learning Skills and excites children about new possibilities through hands-on activities in science, technology, practical mathematics, art, theater, life skills, dance, sports, and community service. The goal of the academic enrichment program is to open new possibilities for the future of the children living in the underserved FMSD service areas. CORAL runs a full STEAM program, including partnerships with companies such as Meta, NASA, Birdbrain Technologies, Inventionland Education, Marshmallow Minds, RAFT, and The Tech Interactive.

(e) Family engagement opportunities, both in the CORAL after school and summer school programs, promote family bonding. Families are invited to sports events, competitions and exhibition nights to support their children. These opportunities help families to feel included in their child's learning process and activities. Families are also included in the referral process when family support is needed. FMSD also partners with Cultivating Literacy to engage families in at-home literacy-based play, as well as providing family literacy workshops throughout the school year.

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Academic enrichment gives students hands-on skills that promote mastery of the “four Cs:” critical thinking, communication, collaboration, and creativity, all of which support increased achievement and success. Enrichment also gives students the opportunity to develop and master 21st Century Skills that will help them succeed over the long term.

3–Skill Building

CORAL has a dedicated time and clear structure for homework support as a core component of the daily program schedule. The homework component focuses on supporting individual student understanding of assigned content, while reducing the likelihood that students practice targeted skills incorrectly. The overall goal is to support student skill building as well as greater confidence and success in the classroom with his/her teacher to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teacher work hand in hand with them to ensure that out of school enrichment activities are tied to the school day curriculum.

Expanded learning program activities at FMSD are designed to meet the needs of the student population and their families, emphasizing relevance, engagement, and culturally and linguistically appropriate instruction while improving student achievement and success. The proposed project will enable services to be provided to more students in need of supportive after school and summer programming. After school and summer activities include academic acceleration, enrichment activities such as sports, STEAM, college and career exploration, and physical fitness. FMSD and CORAL work closely together to align and integrate CORAL’s academics with instruction offered during the school day, including with FMSD’s efforts to develop language and reading, and its focus on STEAM. A

Academic enrichment gives students hands-on skills that promote mastery of the “four Cs:” critical thinking, communication, collaboration, and creativity, all of which support increased achievement and success. Enrichment also gives students the opportunity to develop and master 21st Century Skills that will help them succeed over the long term.

Sports and other physical activities are popular with the students, who must be in good standing in terms of behavior and work completion to participate. A desire to participate in physical activities helps promote student retention in CORAL’s academic components.

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4—Youth Voice and Leadership

It is the intent of FMSD that our programs allow participating students to play a meaningful role in program design and implementation through access to leadership roles and responsibilities. To this end, students receive training/coaching to develop leadership skills, as they execute leadership roles within their program and gain meaningful learning experiences that can be applied to other areas. Examples of existing opportunities for youth voice and leadership embedded in the expanded learning program include:

- Youth Led Activities (e.g. creating classroom agreements, selecting activities)
- Youth Leadership teams
- Intentionally build relationship with/among youth and staff through activities, conversations, and positive interactions.
- Activities during opening promote relationship building

Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI) and staff adapts program planning inclusive of identified clubs, selected curriculum, activities and projects as well as the development of staff training to meet expressed needs and interests.

All CORAL sites use the Quality Standards for Expanded Learning in California pertaining to youth voice and leadership to implement and create the program. Some examples of youth leadership opportunities and the facilitation of youth voice at CORAL/FMSD school sites include:

(a) CORAL Leadership students participate in CORAL student council and are identified by wearing a "CORAL Leader Shirt" as 1) having been elected by their peers and 2) having received recommendations from teachers. (b) Students use their voice to make democratic decisions in regards to educational excursions, STEM Activities, and on issues as simple as making decisions on what to write on their journals.

(c) Some school sites use "Voice Box" for students to voice their opinions about programming. The students use their voice during the enrichment activities to brainstorm potential clubs they would like to have at their site and in which club they would like to participate. (d) There are also student-led enrichment activities at some school sites. For example, at one school site during the Carnival, the students planned and created activities books to share with the rest of the students. (e) In the Classroom, students uphold leadership roles ranging from Door Monitor to Classroom Leader.

As the FMSD expanded learning program grows with the addition of 21st Century funding, CORAL will host student advisory boards for each of the funded school sites. The

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student boards would advise on the opportunities they believe students should have at the sites, such as “big buddies” for younger students or facilitating small, organized games. The student boards will help to determine the rich array of student opportunities provided by the CORAL Program.

The annual CORAL Student Survey, administered during the last two weeks of school, best evidences ongoing student involvement in the design and implementation of the CORAL Program. The survey represents a combined opportunity to solicit student feedback on the effectiveness of CORAL (e.g., impact on one’s academic achievement and self-confidence), as well as satisfaction with the program (e.g., satisfaction with the CORAL After School Instructors, literacy materials, and enrichment activities). Throughout the school year, instructors solicit valuable feedback from students, which is often forwarded to CORAL leadership as many of the students’ ideas and suggestions can be applied across multiple school sites.

Student choice is, and will continue to be, an essential part of CORAL. During the literacy component, students provide feedback on the book selections offered to ensure high interest books are presented. During homework assistance, students are given the opportunity to receive additional homework time beyond the one hour provided. Enrichment clubs, sports, and other activities are student-selected. Activities change every 8 to 10 weeks to provide comprehensive and varied options for the children. In addition, students are surveyed every year to obtain their input about the program. Over 1,000 students participate via Survey Monkey, an online survey tool, to guide improvement strategies. Feedback on all program components and program culture is collected.

Beyond student input on program design and implementation, the CORAL team believes that there is a role for students to play as program leaders. While literacy is ultimately the best way for students to succeed in the world, the ability to advance youth’s developmental assets (Search Institute, 2009) can have equal impact. Developmental assets strengthened by engaging youth in leadership opportunities within CORAL include: Bonding to School, Achievement Motivation, Service to Others, Community Values Youth, Adult Role Models, and Planning/Decision-Making.

5—Healthy Choices and Behaviors

FMSD works closely with school administrators CORAL and Cal Fresh Healthy Living, to ensure that District and school wellness plans are shared, and those strategies are developed to align after school program activities to wellness plan initiatives as appropriate.

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CORAL is committed to modeling healthy choices for youth and promoting a healthy lifestyle. All activities in our expanded learning program adhere to FMSD wellness policies as well as national standards for healthy eating and physical activities.

CORAL implements healthy activities and practices. CORAL offers a focus on healthy snacks, family awareness, and physical activity in its after school and summer expanded learning programs. Students in the programs are serviced with additional referrals for health and safety as defined through student assessment and school referrals. In addition, families receive support on healthy living and nutrition through wraparound services provided in alignment with the expanded learning program.

CORAL students receive a daily nutritious snack and supper, which is aligned with the requirements of the school wellness plan. Child Nutrition Services provides the snack via a Federal reimbursement program in alignment with Ed. Code Section 49430.

FMSD maintains a Child Nutrition Services staff team, which ensures that snacks meet children's health requirements. FMSD also provides training to CORAL staff on food handling requirements, and includes CORAL leadership on the District's Wellness Policy Committee. Snacks are nutritious and abundant and supplement the widespread food insecurity facing a large number of FMSD's students.

CORAL works with FMSD Nutrition Services Department to provide healthy suppers and snacks to students on a daily basis. Items such as string cheese, a variety of fresh fruit and vegetables, whole grain snacks, muffins, yogurt, cereal, milk, and grilled cheese sandwiches are served according to monthly menus provided to each site. FMSD also provides training and evaluates all site staff on food handling requirements and the elimination of food waste.

In addition, CORAL receives Federal funding from SNAP-Education (Supplemental Nutrition Assistance Program-Education). Under this program, additional policies have been developed to pair with the nutrition workshops the students are receiving. The policies focus on ensuring the foods and beverages provided at class festivities and program special events all support student wellness. Students involved in summer programs receive breakfast, lunch and snacks.

Sports and other physical activities will also be provided by CORAL to encourage healthy practices. Through the additional funding and partnerships provided by this grant, CORAL services, including support for healthy practices, can be expanded to more families and students in need.

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CORAL has partnered with other organizations to provide additional physical activities and exposure to our students, such as USTA, Fit Kids Foundation, First Tee of Silicon Valley, and American Scores Bay Area.

CORAL works to support the district's commitment to helping young people learn how to make healthy choices in the areas of moderate to vigorous physical activity, nutrition, responding to conflict, and social emotional learning.

6—Diversity, Access, and Equity

FMSD and CORAL do not discriminate on the basis of race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation, or military status in any of its activities or operations.

The Franklin-McKinley School District is representative of diverse demographics that makes our State great. We have a commitment to serve all students as well as staff from all backgrounds, driven by our mission “to prepare all children as global learners.” The district recognizes that when educational organizations are committed to enhancing diversity, equity and inclusion, student learning and outcomes improve. Students benefit from seeing themselves mirrored in the front of the classroom, in administration, in curriculum, in community events, and holiday celebrations: it is about making our students, as well as our staff, visible and embraced within our district. Not only does increasing equity give our students more opportunities to visualize a successful future, it also exposes them to more ideas, information, and cultures, all of which are necessary to thrive in a diversifying global economy.

Franklin-McKinley recognizes the need and importance for culturally sustainable training and on-going professional development of educators, administrators, and staff in regards to diversity, equity, inclusion and belonging as well as race, ethnicity, class, privilege, implicit bias and systems of oppression. Franklin-McKinley believes that in order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

Franklin-McKinley over the years has been taking steps in creating spaces that are equitable and more inclusive for students. In 2015-2016 the district launched its

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co-teaching inclusion program providing students with special needs access to general education classes and offering a wider range of “least restrictive” settings that now includes a full inclusion model as well. In addition, in November of 2018 the Board passed the “Prioritizing Diverse Student Needs” resolution directing the district to establish systems to ensure that staff were provided the training and support to serve students with special needs. The Board also took steps in reaffirming its intent to end punitive exclusionary practices with the passing of the “School Discipline Policy and School Climate” resolution in January 2018. It extended the no out school suspension for “willful defiance to cover grades 4-8 ahead of the state’s move to do so. Then on January 20, 2020 the Franklin-McKinley School District Board of Education approved Resolution No. 2020-06 establishing the Diversity, Equity, Inclusion and Belonging (DEIB) Committee. The standing committee has serve year-round and has been tasked with developing DEIB based initiatives, policies our District that the Board of Education to adopt with the aim of creating the most diverse, equitable, and inclusive workplace for our staff and educational environment for our students, so that we can meet our mission of “preparing all children as global learners.” The direction of the committee is outlined in the FMSD Equity Framework, which guides our policies and practices.

Staff training includes ongoing training in cultural diversity and inclusion. This has included topics such as OUT for Safe Schools (LGBTQ Awareness), Special Education inclusion, Classroom Management and others.

In order to encourage student and family engagement, school materials and lessons promote cultural diversity. Parent communication is targeted to multiple languages and student cultural backgrounds are applauded in student activities. Multilingualism is considered a gift and is encouraged. Through Common Core-aligned lessons, student culture and diversity are celebrated in activities and collaboration. These goals are embraced through the partnership with FMSD and the CORAL Program and reinforced in the current after school and summer program.

CCSCC’s success in developing effective programs stems from the perspective that to maintain the highest standard of service, they must do so in a way that embodies cultural awareness and proficiency throughout their organizational structures. The District and CCSCC are committed to providing culturally sensitive and relevant services to all populations, with a strong understanding that culture is not limited to race, ethnicity, and language. A powerful indication of CCSCC’s cultural competency as an organization are its past two Commission on Accreditation of Rehabilitation Facilities (CARF) 3-year accreditations: as a result, CCSCC received special distinction for “exemplary conformance to the standards in the area of cultural competency and diversity “and was distinguished by CARF for its strong commitment to cultural competency and welcoming

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environments for clients. In order to achieve this level of cultural proficiency, CCSCC has: developed and implemented a training plan that supports its policies; institutionalized cultural knowledge at all levels of the organization; required leadership at all levels to provide supervision and to assure a high quality of care for diverse clients; developed and adopted policies and procedures, designed programs and services and an infrastructure that can respond to Santa Clara County's changing demographics; ensured the recruitment and retention of staff with relevant linguistic and cultural skills; and developed standards of practice that are congruent with clients' cultural needs.

CORAL celebrates students' unique backgrounds by encouraging sharing through collaboration and group work as well as creativity and project-based learning. Cooperation is encouraged in enrichment activities and students are encouraged to reflect in journals, mentor other students, and engage in public speaking, and group activities to promote a positive climate grounded in respect, compassion and self-respect.

The expanded learning program is available to every student enrolled in the school where the program is offered. Both the District and CORAL believe that including students with a diversity of needs, gifts and experiences adds depth and richness to the program for all students and staff. We work collaboratively to assure program accessibility to students, subject to the limitation imposed by grant capacity. In adherence to Ed Code, unhoused students and students who are in foster care receive first priority for enrolling in all expanded learning programs. However, no currently enrolled participant can be dis-enrolled in order to allow enrollment of a homeless or foster youth.

Students are referred to the after-school program based on academic need and school site decision-making related to high level reading data and grade level. Students are not denied entry to the program due to disability or English Language proficiency. Economic level is not a consideration for admission to the program but is also not a deterrent.

CORAL works closely with school personnel to ensure that the after-school needs of special education students are being met. Students are referred to the program and student profiles are shared between CORAL and FMSD staff as needed. Each Site Manager is responsible for ensuring that CASIs are familiar with the individual needs of students. CORAL staff members receive training in special education from the Santa Clara County Inclusion Collaborative.

Currently, to meet the needs of multilingual learners, CORAL offers small learning communities, cooperative learning opportunities, culture studies, experiential learning, and development of critical vocabulary. CORAL's broad-based and highly personalized communication and outreach strategy will facilitate access for those students and parents

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often isolated from traditional public education practices. Staff also implement project-based learning to facilitate language acquisition due to language barriers.

7—Quality Staff

All CASI's (CORAL After School Instructors) must meet the qualifications of the FMSD Instructional aides; have 48 college level units or an undergraduate degree and must pass a background check. In the case where an employee does not meet the minimum education requirement, staff are required to pass the Franklin-McKinley School District Paraeducator Assessment test.

The current after school programs are staffed through processes developed by CCSCC, which will continue should the proposed services be funded. CORAL will recruit new staff in a variety of ways: through participation in local job fairs, posting job announcements on various media platforms, announcing job openings at various meetings and during other networking activities, and making announcements at the many colleges and universities in the area.

The program benefits from a high retention rate among Site Managers, with five years being the average length of service. While the program experiences high CASI retention due to the supportive, values-based work environment, aggressive recruitment is needed due to the large volume of CASIs required. CCSCC recruits CASIs primarily via the agency's partnerships with San José State University and local community colleges. To further bolster recruitment success, CASI position openings will also be advertised on the CCSCC website, via local media, and on Craigslist. Because excellent reading and writing skills are required of all CORAL staff members, every CASI candidate must model an effective read-aloud activity and submit a writing sample.

Job candidates with cultural backgrounds and language capabilities that support and reflect the students served are encouraged in the recruitment process. During that process, CCSCC staff members assess candidate experience, knowledge, and skills, and elicit feedback about their interests to ensure they are a good “fit” for the position and persons served. All candidates for the after-school position are required to pass a background check, submit proof of tuberculosis clearance, and have all the qualifications for a Paraeducator.

CCSCC' CORAL is committed to providing highly qualified and well-trained staff. CORAL places staff training at the center of ensuring high quality, relevant and innovative services. CORAL Site Managers and CASIs attend an initial five-day professional development session in the summer, with follow-up training held every month thereafter.

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All site staff receive ongoing professional development in the areas of literacy, language acquisition, relationship building and classroom management. Monitoring and coaching is provided by CORAL leadership for all staff.

In the summer, CASIs are placed into a “training tier” based on their strengths, experience, and professional development needs. The depth of staff training and professional development is evidenced by this sample list of workshops: Lesson Planning, Classroom Management, Common Core, Restorative Practices, Positive Discipline, Structured Literacy, Quality Assurance Observation Form, Academic Enrichment/STEM, Monitoring and Progress Tracking, Developmental Assets, Policies and Procedures, Job Responsibilities, Site Demographics, Reading Level Assessment, Thinking Maps, Student Safety and Mandated Reporting, and Anti-Bullying. FMSD also partners with CORAL to provide CASIs training aligned to FMSD initiatives such as Structured Literacy, Creating Liberatory Learning Spaces, Restorative Practices, Safety Care, Lexia Core5/Power Up and Second Step.

Building upon the comprehensive initial training provided in the summer, all Site Managers and CASIs meet monthly for intensive follow-up training. Staff members share best practices they have honed themselves. Further, Site Managers participate in monthly professional development aimed at strengthening their management and leadership skills to ensure ongoing program quality. FMSD staff work with CORAL to provide ongoing professional development and training for CORAL staff to better align with FMSD practices.

8—Clear Vision, Mission, and Purpose

The Franklin-McKinley School District will ensure all 8th grade students graduates have the skill and knowledge to be ready for college preparatory curriculum in high school. They all will have the ability to pursue a program preparing them for university and/or careers and lifelong learning.

FMSD incorporates a number of processes to engage families and community in decision-making, which are evidenced throughout CORAL. CORAL’s design was based on input from all stakeholders and since its inception, program leadership has maintained a strong collaborative relationship with stakeholders. From meetings at the executive levels (FMSD Superintendent and CCSCC CEO) to student surveys and focus groups, program staff continue to gather information and feedback to create program elements. Over the last decade, CORAL has evolved and adjusted to the changing needs of the community and stakeholders. CORAL’s mission is “to improve the academic achievement of young

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people through out-of-school programs by involving students, families, schools, and community-based organizations. CORAL... endeavors to close the achievement gap through intensive literacy instruction and engaging enrichment activities.” Therefore, CORAL has an ongoing emphasis on student success and ensures that programming remains aligned with its mission and those of FMSD and CCSCC.

CORAL will continue engaging stakeholders in the development of goals and expected outcomes based on community needs as follows: As the program’s primary beneficiary, youth voice is an essential part of input. Over 1,000 students complete an annual survey about program culture, activities and academics that is administered via Survey Monkey. Survey data is disaggregated in various forms, including by school sites. Management staff analyze the data and look for trends and specific elements to inform decisions for each site. For example, if students at a site are reporting that they want to learn more about careers in STEAM, staff will take that into consideration when creating program goals for the year.

Family input is gathered from surveys administered to a sample of parents, parent meetings, one-on-ones, and during special events and volunteer opportunities. Through this engagement, parents learn more about the program, build relationships with staff, and have both formal and informal ways to express their voice on the vision, goals, and outcomes of the program. Families have consistently advocated for homework support and a safe place for their children. In turn, tools and systems were created both at the site and program levels to document and monitor homework completion and safety.

Teachers at the sites have been key to creating outcomes for students and have a vested interest in their progress, since many of their students attend CORAL. Teachers often observe the program in action and interact regularly with the CASIs when their classrooms are being shared with CORAL. Teachers will continue to serve on special projects to create goals and expected outcomes, including modifying curriculum to align with the goals of their sites. The FMSD Educational Services Department also provides mutual trainings to FMSD teachers and CASIs.

Site administrators and Site Managers work together closely to determine program direction, focus, goals, targeted students, and expected outcomes. Because CORAL staff have office space at each school site and Site Managers are present during the school day, they have become integral to the school environment and valuable partners to school staff. An atmosphere of open communication exists, facilitating the engagement of stakeholders in program development.

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FMSD administrators and CCSCC leadership have a long history of working together beyond CORAL, and will continue to do so through regular meetings and sharing support and growth opportunities. CCSCC also participates in district training, task forces, and serves on school site committees, all of which facilitate the exchange of information with stakeholders. Stakeholders are committed to continuing to refine CORAL and work together in providing high quality services both after school and in the summer.

9—Collaborative Partnerships

FMSD and CCSCC' CORAL have developed and refined procedures to align CORAL with the school day and promote coordination of what is taught. The following philosophies and practices are in place to continue what has been an effective partnership: CORAL leadership and staff emphasize maintaining close relationships with regular school day staff and school administration, communicating frequently. The CORAL Program Director meets with the Coordinator of Extended Learning Opportunities weekly to discuss program status, needs, and to conduct planning. CORAL Site Managers meet with principals monthly to assess and discuss progress, issues, and needs; meet with teachers monthly and more often if there are issues with a student; and, communicate with the administrative and teaching staff of individual schools.

FMSD uses the professional development conducted for teachers and trains the after-school facilitators to use the same kind of training for CORAL staff. Teachers and CORAL staff communicate to ensure that after school work is aligned with instruction during the school day to coordinate, build upon, and expand student learning. CORAL Site Managers maintain office space at the schools and are on-site during most of the school day to promote open communication with school staff and joint program planning. Site Managers participate in District training and serve on school site committees. Site Managers are also considered a vital part of the school team and, as such, are expected to participate in school staff meetings and other convening. CCSCC and FMSD leadership meet quarterly to discuss program updates and needs. A written understanding outlines the responsibilities of both entities in implementing and evaluating the program.

It is a key FMSD priority that staff are made aware of community and school services through various methods, including school newsletters, websites, and calls home in 3 languages from principals. CORAL Site Managers present to school site staff at the beginning of each school year, outlining the program and daily schedules for students. In addition, FMSD works with CCSCC to provide community and program updates.

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FMSD and CCSCC are the primary partners, with CCSCC delivering the CORAL expanded learning program. The two entities have worked together for 20 years to formulate outcomes-driven programs that benefit the underserved community residing in FMSD's service area.

CCSCC has developed numerous relationships throughout its 60-year history in San José. Since its program development began in 2000, CORAL's collaborative planning process, which involves school district personnel, local service providers, parents, leading government officials, and leaders from the private sector, has been a critical program design element. This high level of collaboration led to the robust program model that CORAL continues to implement and regularly improve in order to meet evolving community needs.

The spirit of collaboration in support of the CORAL Program has moved to a higher level via the Franklin-McKinley Children's Initiative (FMCI), which was inspired by the success of the Harlem Children's Zone®. For example, key FMCI partners include FMSD and CCSCC; local residents; over 40 service providers; the City of San José, and the Santa Clara County Office of Education. FMCI partners are driven by a vision that Santee (FMSD's central community) will become a safe neighborhood of self-sufficient families in which all children graduate from high school and successfully transition into college or a vocational career.

FMSD and CCSCC work together to support the requirements of the grant. Funds received from the Leo M. Shortino Foundation, Applied Materials and the San Jose Learns grant were combined to support recent summer school activities aligned with the CORAL Program.

CORAL partners with other CBO's and entities to provide important services to our youth in our schools. These include San José State University's and Santa Clara University which provides STEAM-related activities and staff professional development; San José State's CommUniverCity service learning program, which provides volunteers, college day curriculum, and special events; Santa Clara University's ARRUIPE program, which provides volunteers; the City of San José, which provides partnerships and additional funding for program enhancement; Santa Clara County Health Department, which offers nutrition workshops and presentations to parents; Work 2 Future, which provides interns; Cristo Rey Jesuit High School, which provides interns; Notre Dame High School, which provides volunteers; San José Technology Museum of Innovation, which provides STEM partnership professional development and Tech Challenge support; and Resources Area for Teaching (RAFT), which provides school supplies and professional development. Fit Kids, which provides structured physical fitness activities; USTA HITS Program

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provides the challenge and fun of playing tennis with the educational and character-building aspects of team sports.

10—Continuous Quality Improvement

FMSD, in conjunction with CCSCC, strives to support a safe and healthy learning environment grounded in student and parent engagement. In order to assess progress in a continuous cycle of improvement, FMSD employs a variety of methods, tools, and strategies to analyze data. In order to ensure students are meeting The Quality Standards for Expanded Learning in California, a cycle of inquiry is followed, as detailed below. *The Data Zone* system, a data dashboard, provides real time data regarding progress of Franklin-McKinley students as is aligned to the metrics as required by the Local Control Funding Formula (LCFF) and the (LCAP). CORAL students are flagged in the Infinite Campus data system which provides an opportunity to analyze participant performance in relation to the school population by site, grade level, and classroom.

CORAL engages in a documented, data-driven ongoing quality improvement process through a continuous cycle of assessment, planning and improvements guided by its Quality Assurance Program Manual, which is updated annually. CORAL's continuous quality improvement and evaluation strategy is built around ongoing monitoring of program delivery at the school sites, formal testing of academic achievement indicators, qualitative assessment of indicators of parent and student satisfaction, and making informed program improvements based on outcomes. The FMSD Coordinator of Extended Learning Opportunities utilizes a walkthrough tool shared with CORAL Program and Site Managers to help provide additional feedback for improvement. Observations are shared and used as coaching tools for CASIs.

FMSD and CCSCC place equal importance on the quantitative and qualitative evaluation of the CORAL after school program. Evaluation and monitoring processes are quickly followed up by corrective recommendations and technical assistance provided to the Site Managers and CASIs, as defined by FMSD and CCSCC program leaders. Evaluation findings also serve to reinforce and refine program components that demonstrate evidence of success and high student/parent satisfaction, and these are reviewed at quarterly meetings. Vital academic achievement indicators will be assessed by the American Reading Company's 100 Book Challenge Leveling System, a research-proven reading program at the core of the structured literacy curriculum (documented quarterly).

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Conducted via a year-end survey, CORAL's qualitative evaluation assesses key indicators including school staff, parent, and student satisfaction with the program and the advancement of youth developmental assets, including interest in school, enthusiasm for reading, and overall self-confidence. A separate survey will be administered to principals by the CORAL Site Managers to gather their feedback on CORAL's effectiveness with students and areas for improvement. Not only is evaluation a hallmark CORAL, it is vital to continuous program improvement and new program development.

Daily refinements in programs are handled at the site level through communication between Site Managers and school principals. Program evaluation and discussion of outcomes and improvements to be made occurs through CCSCC quarterly meetings. Representatives provide feedback on numbers of participants, program changes, and program needs. Through collective problem solving, the team works to ensure that the after-school programs provided by CORAL are aligned to FMSD district initiatives which include reading instruction and support for ELs. Attendance and assessment data are reviewed, and decisions are made about mutual professional development and parent engagement and support.

11—Program Management

FMSD Coordinator of Extended Learning Opportunities oversees the entire Expanded Learning Program and administrative level. Works closely with district personnel regarding contracts, protocols, community partners, professional development, program needs, risk management and state audits and filings. Works closely with CORAL Managing Director and meets weekly and as needed.

CCSCC's Children, Youth and Family Development (CYFD) Division, which serves all ages through a community-based approach, oversees CORAL. With over 30 service locations and more than 200 staff members, CYFD makes a positive impact in the community on a daily basis. A Senior Division Director, who reports to CCSCC's Chief Operating Officer, leads CYFD. In addition to overseeing the CORAL Managing Director, the Senior Division Director is responsible for data collection and analysis related to student participation and outcomes.

The CORAL Managing Director provides oversight and support of program quality and compliance; works with the Senior Division Director, Program Managers, and other staff to design and implement CORAL. Expanded Learning Program manages the CORAL partnership with each school site, ensuring a strong relationship with the principal, diverse representation of program providers, and appropriate recruitment of staff and

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students; supervises CORAL Site Manager staff; works closely with FMSD and project partners to ensure quality service delivery; assists with fund development and fulfills grant obligations; collaborates with multiple stakeholders (parents, community, service providers, schools) to ensure highest level of program delivery; works with CORAL staff on program components such as Family Literacy Services and Equitable Access programming; and serves on Educational Services' leadership team and other committees as required.

A Site Manager administers the CORAL Program at each FMSD school site. The Site Managers supervise the CORAL After School Instructors (CASIs) and are responsible for overseeing, supervising and guiding all aspects of the program to ensure program integrity and quality; working closely with school personnel to ensure that CORAL aligns and integrates with school day programs; working collaboratively with multiple agencies to ensure high quality programming; helping to recruit and retain program participants; completing monthly data entry and other compliance-related work; overseeing evaluation at the school site level; administering, updating, and communicating about the site's budget; interacting with families, school staff and other stakeholders; and, attending all CORAL professional development trainings and school related activities as appropriate.

Working closely with the Site Manager at each location, the CASIs lead an assigned cohort of students for the school year. They plan and implement structured literacy lessons and project-based learning activities; maintain student attendance; develop age-appropriate programming; take responsibility for the health, safety, and well-being of the children at all times; coordinate with Site Managers about any issues or concerns related to their students; attend staff meetings and professional development trainings and carry out all policies of the site, agency, and exemplify CORAL's mission and overall goals.

Site Managers meet with principals at least once per month and with teachers monthly or more, as needed, if there is a particular issue with a student. The Managing Director meets with the district quarterly to talk about current issues and status and future planning. Means of communication include face-to-face meetings, regular emails and phone calls. Site Managers have office space at each school site, are on-site during much of the school day to promote open communication and are considered a crucial part of the school's team. In addition to meetings, they participate in district training, school staff meetings and serve on school committees.

CORAL program staff also meet with one another frequently and communicate regularly via email and phone.

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General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES funds will be braided with ELO-P funds to provide the expanded learning program for all FMSD families. Our FMSD families will continue to receive a comprehensive and universal quality program. FMSD will adopt the most stringent requirement for program guidance. Our FMSD families will be receiving our CORAL Program, our comprehensive after-school academic year and summer expanded learning program for grades TK through 8th that helps students in high-poverty neighborhoods achieve academic success through literacy, STEM, and homework support, emphasizing family and community participation. CORAL fosters social and emotional growth and proficiency in Reading and Math through implementation of data-based and focused instruction, family support, and recreational and enrichment activities.

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Transitional Kindergarten and Kindergarten

The CORAL Program will staff TK and Kinder at the lower ratio (1:10) for these grade levels and will provide programming based on the preschool functions. In addition to academic support, the program will support oral language development and social skills. Staff will be provided with training to better understand the needs of four and five year old. The CORAL program will collaborate with Catholic Charities First 5 Program for staff professional development specifically working with students in these grade levels.

Sample Program Schedule



McKinley Elementary CORAL After School Monthly Schedule



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
1:15 pm- Kinder Dismissal 1:30 pm- Tutoring Support 2:00 pm- Community Circle 2:10pm-2:20pm- 1st-6th Dismissal 2:20 pm- Community Circle 2:30 pm- K-3: Supper/ 4th-6th: Enrichment 3:00 pm- K-3:Enrichment/ 4th-6th- Supper 3:30 pm- CORAL Announcement 3:45 pm- Tutoring Support 4:30 pm- Literacy Support 5:15 pm- Activity Center 5:45 pm- Snack/ Sign out 6:00 pm- Meet @CORAL Office	1:15 pm- Kinder Dismissal 1:30 pm- Tutoring Support 2:00 pm- Community Circle 2:10pm-2:20pm- 1st-6th Dismissal 2:20 pm- Community Circle 2:30 pm- K-3: Supper/ 4th-6th: Enrichment 3:00 pm- K-3:Enrichment/ 4th-6th- Supper 3:30 pm- Tutoring support 4:15 pm- Literacy Support 5:15 pm- Activity Center 5:45 pm- Snack/ Sign out 6:00 pm- Meet @CORAL Office	1:15 pm- Kinder Dismissal 1:30 pm- Tutoring Support 2:00 pm- Community Circle 2:10pm-2:20pm- 1st-6th Dismissal 2:20 pm- Community Circle 2:30 pm- K-3: Supper/ 4th-6th: Enrichment 3:00 pm- K-3:Enrichment/ 4th-6th- Supper 3:30 pm- Tutoring support 4:15 pm- Literacy Support 5:15 pm- Activity Center 5:45 pm- Snack/ Sign out 6:00 pm- Meet @CORAL Office	1:15 pm- All Grades Dismissal 1:30 pm- Community Circle 1:40 pm- Homework Support 2:20 pm- Clean up for Supper 2:30 pm- K-3: Supper/ 4th-6th: Enrichment 3:00 pm- K-3:Enrichment/ 4th-6th- Supper 3:30 pm- Club Meet up 3:45 pm- CORAL Clubs 5:15 pm- CLUB Clean up 5:30 pm- CORAL Snack 5:45 pm- Sign out 6:00 pm- Meet @CORAL Office	1:15 pm- Kinder Dismissal 1:30 pm- Activity Center 2:00 pm- Community Circle 2:10pm-2:20pm- 1st-6th Dismissal 2:20 pm- Community Circle 2:30 pm- K-3: Supper/ 4th-6th: Enrichment 3:00 pm- K-3:Enrichment/ 4th-6th- Supper 3:30 pm- Activity Center 4:15 pm- Sport Stations 5:15 pm- Activity Center 5:45 pm- Snack/ Sign out 6:00 pm- Meet @CORAL Office

<u>CORAL Classrooms</u>			<u>FMSD/ CORAL Extracurricular Activities</u>
Kindergarten	M-1	CAL State University Long Beach Ms. Jackie & Ms. Ashley	Audacity Arts- Every Wednesday (1st Grade, 3rd Grade, and 6th Grade- Plan around schedule) SJ Jazz- Thursday program (2nd Grade- Plan around schedule) Little Heroes- Structure play, with Little Heroes Coach. *See weekly schedule* CORAL Soccer- Every Thursday (Mr. Alex & Mr. Cody) CORAL Dance/ Cheerleading- Every Thursday (Ms. Yari) CORAL Tech Challenge- Every Thursday (Mr. Henry) Girls Club- Every Thursday (Ms. Yazmin) Folklorico- Fridays- Mr. Jesus
1st Grade	P-7	San Jose State University Ms. Kelly	
2nd Grade	P-10	CAL State University, Los Angeles Mr. Kevin	
2nd/3rd Gr.	E-2	Arizona State University Ms. Yazmin	
3rd Grade	F-3	CAL State University, Stanislaus Mr. Henry	
4th Grade	D-1	CAL State Sacramento Ms. Yari	
5th Grade	C-3	San Diego State University Mr. Carlos	
5th/ 6th Gr.	B-2	CAL Maritime Mr. Cody	
6th Grade	C-1	Laney Community College Mr. Carlos	
CORAL Office H-3 McKinley Elementary Mr. Jesus, Mr. Alex, Ms. Lis, Mr. Oswaldo			

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Sample 9-Hour Intersession and Summer Schedules:



SPRING CAMP

MONDAY	TUESDAY&WEDNESDAY	THURSDAY	FRIDAY
<p>8-8:30: Breakfast 8:30-9:30: Check In/Ice Breakers 9:30-10:00: CAT Activity 10:00-10:15: Recess 10:15-10:40: CAT Activity Cont. 10:40-11:00: Fire Drill 11:00-12:00: Literacy 12:00-12:30: Community Circle 12:30-1:05: Lunch 1:05-2:30: STEAM 2:30-3:00: CORAL Moves 3:00-3:30: Supper 3:30-4:30: RAFT Activity 4:30-5:00: Snack 5:00pm: Pick Up</p>	<p>8-8:30: Breakfast 8:30-9:30: Check In/Class Decoration 9:30-10:00: CAT Activity 10:00-10:15: Recess 10:15-10:45: CAT Activity Cont. 10:45-12:00: Literacy 12:00-12:30: Community Circle 12:30-1:05: Lunch 1:05-2:30: STEAM 2:30-3:00: CORAL Moves 3:00-3:30: Supper 3:30-4:30: RAFT Activity 4:30-5:00: Snack 5:00: Pick Up</p>	<p>8-8:30: Breakfast 8:30-9:30: Check In/Class Decoration 9:30-10:00: CAT Activity 10:00-10:15: Recess 10:20-10:45: CAT Activity Cont. 10:45-12:00: Literacy 12:00-12:30: Community Circle 12:30-1:05: Lunch 1:05-2:30: STEAM 2:30-3:00: CORAL Moves 3:00-3:30: Supper 3:30-4:30: Exhibition Night 4:30-5:00: Snack 5:00: Pick Up</p>	<p>8-8:30: Breakfast 8:30-5pm: Field Trip 5pm: Pick Up</p> <p><small>*If your child will not be attending the field trip, there will be no program for them this day*</small></p>
<h3>PICK UP TIMES</h3> <ul style="list-style-type: none"> • 12:30-1:00PM • 3:00-3:30PM • 4:30-5:00PM <p style="text-align: center; background-color: yellow; padding: 2px;">(MONDAY-THURSDAY ONLY)</p> <p><small>*If you would like to pick up your child early, please message at</small> (408) 634-7454</p>			





A Program of Catholic Charities of Santa Clara County



PREPARING ALL CHILDREN AS GLOBAL LEARNERS





CORAL Summer Olympics at Stonegate

TK- 1 st Grade Olympians	2 nd -4 th grade Olympians	5 th - 8 th Grade Olympians	Friday Olympic Games
<p>8am: Breakfast at Cafeteria 8:30am: Teacher Pick up/Instruction 10:00am: Enrichment 12:00pm: Group 1: (TK-3rd Lunch >Play) Group 2: 4th-8thplay>Lunch) 12:30pm: CORAL Check in 12:40pm: Literacy 1:45pm: Rest Break 2:10pm: STEAM 3:10pm: Snack 3:30pm: Olympic Training 4:30pm: Clean Up 4:40pm: Sign Outs 5:00pm: Prep for next day</p>	<p>8am: Breakfast at Cafeteria 8:30am: Teacher Pick up/Instruction 10:00am: Enrichment 12:00pm: Group 1: (TK-3rd Lunch >Play) Group 2: 4th-8thplay>Lunch) 12:30pm: CORAL Check in 12:40pm: Literacy 1:45pm: Rest Break 2:10pm: STEAM 3:10pm: Snack 3:30pm: Olympic Training 4:30pm: Clean Up 4:50pm: Sign Outs 5:00pm: Prep for next day</p>	<p>8am: Breakfast at Cafeteria 8:30am: Teacher Pick up/Instruction 10:00am: Enrichment 12:00pm: Group 1: (TK-3rd Lunch >Play) Group 2: 4th-8thplay>Lunch) 12:30pm: CORAL Check in 12:40pm: Literacy 1:45pm: Rest Break 2:10pm: STEAM 3:10pm: Snack 3:30pm: Olympic Training 4:30pm: Clean Up 5:00pm: Sign Outs 5:10pm: Prep for next day</p>	<p>8am: Breakfast at Cafeteria 8:30am: Teacher Pick up/Instruction 10:00am: Enrichment 12:00pm: Group 1: (TK-3rd Lunch >Play) Group 2: 4th-8thplay>Lunch) 12:30pm: CORAL Check in 12:40pm: Literacy 1:45pm: Rest Break 2:10pm: STEAM 3:10pm: Snack 3:30pm: CORAL Olympics 4:30pm: Clean Up 4:40pm: Sign Outs 5:00pm: Prep for next day</p>

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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.

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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.

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).

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EC Section 8482.6:

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

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A-B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.