Discovery Charter School

Expanded Learning Opportunities Program (ELOP) Plan 2026-2029

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

Approved by Discovery Charter Board of Directors
September 15, 2026

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Discovery Charter School

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Contact Phone: 619-656-0797

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

1. Discovery Charter School
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

-The AthLEAD Advantage Academy (AAA) is structured to continue Discovery's Core Values and will hold the same expectations of all students to the highest standard. Students' attainment of high expectations will be supported by recognition of positive behaviors and accomplishments.
-The AAA staff maintain trusting, nurturing, and supportive connections with participants. Staff are quick to address unsafe behavior and guide students on how to make better choices. AthLEAD routinely schedules and reviews staff training.
-The AAA will be offered onsite and is intentionally structured to identify participant strengths, interests, and learning styles, and to encourage students to develop skills related to their strengths and interests.
-The AAA staff have undergone fingerprinting and background checks as requried by the California Education Code. Staff are easily identified by their staff shirts and are well trained, First Aid and CPR certified. They follow Discovery Charter's emergency protocols and Safety Plan.
-AthLEAD will communicate all operating procedures to students, staff, and parents.

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 AAA will support students through a variety of enrichment clubs in the performaing arts, science, health, and sports.
-Students will collaborate in teams to create hands on projects, performances and compete in sports against other teams on the school campus.
-In the Health and Self-Care club, students will learn how the concept of holistic health is vital. Through hands on projects students will gain a deeper understanding of the different components of one's social, emotional, physical and mental health.
-AthLEAD welcomes and seeks feedback from the students, parents, and staff regarding the curricula and projects in the program.
-Discovery will work in partnership with AAA staff to provide necessary access to technology, such as student laptops.
(Please see attached schedule and plan of activities and programs)

3—Skill Building

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

-The AAA program will provide students the opportunity to experience and participate in sports, health and nutrition, theater, and science. Learning goals for each activity will be communicated to students.
-In sports, students will be in groups and will learn the fundamentals and build on their skills to become a better student-athlete. They will learn the value of working as a team and learn to be a team leader.
-Through cooking, group dialogue and hands-on projects, students will learn the basic foundation of health and nutrition that will aid in the develoment of their social emotional health. Students will have the opportunity to receive resources and information to share with family and friends.
-AAA's program and activities help students to develop and demonstrate the 21st century skills: commmunication, collaboration, critical thinking, creativity and college and career readiness.

4—Youth Voice and Leadership

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

-Through the AAA's Leaders training, students will be trained by the staff on how they can be a better leader and support their after school club teacher in day to day activities. They will learn how to support their peers in meeting team and individual goals as well as the importance of being a good role model. Students will be encouraged to share their thoughts and interests. The activities, small groups, and team building skills will promote positive relationships among the student participants.
-Students will be asked in group discussions to share what they liked about the activity and how it can be improved on or altered for a different activity that is relevant to their interests.

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 programing.

-Reviewing our respect rules each day will help students understand daily expectations of behavior and making wiser choices.
-Providing students with a balanced nutritional after school snack containing either grains, dairy, fruits, vegetables or protein will demonstrate to the students the importance of making healthy choices.
-The program will provide daily opportunities for students to excercise and engage in activities that lead to a healthy lifestyle.
-AthLEAD Advantage will provide daily healthy snacks during the After School Program and breakfast, lunch, and a snack during the intersessions that meet federal nutrition guidelines for the students.

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.

-Through the diverse staff in the AAA Program, staff often share knowledge of their backgrounds and traditions their families follow. Through story telling, bringing in cultural artifacts and pictures, students are given the opportunity to ask questions and share their own experiences in a safe enviroment.
-Each month the AAA program dedicates various days in the month to discuss the importance of cultural diversity as they are expressed through their respective month.
-The program will be open for all students to apply with priority given to low-income students, foster youth and English Learners.
-The AAA staff are trained to accomodate the physical and developmental abilities of all participants and will actively encourage their participation in the program.
-The AAA sees the diversity of its participants as strengths and assets to the program and celebrates those differences.

7—Quality Staff

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

-After School staff have had various years of experience working with students and through our monthly trainings are guided and supported in consistently bettering their teaching skills. They are strong positive role models for the students.
-Staff are placed accordingly based on their strengths and knowlege on the subjects they are most passionate about or in which they have the most experience. Placing staff accordingly allows students to be provided with the best quailty programming.
-AthLEAD Advantage will provide all the resources, equipment, and materials needed for every activity and program throughout the year.

8—Clear Vision, Mission, and Purpose

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

-AthLEAD Advantage's Mission: Providing programs and consulting services to empower youth in our community with access to quality physical education, coaching, and activity-based learning opportunities through Leadership, Athletics, and Education.
-AthLEAD Advantage's Vision: Our vision is to encourage play-based learning to develop leadership skills and mindsets through customized consulting services, play-based curriculum, TK-8 physical education programs, and competitive athletic league play. AthLEAD Advantage strives to hire, train, and staff schools and youth organization partners with the best consultants, coaches, and teachers available.
-AthLEAD Advantage's Purpose: To allow each student the opportunity to play, be active, learn, and be a team leader.
-AthLEAD Advantage will hold a meeting for all parents and students participating to clearly communicate its mission, vision and purpose. It will also hold a meeting in the middle of the year to gather input from its participants and parents.

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.

-Discovery has had a collaborative partnership with AthLEAD Advantage for two years. This plan will expand this partnership to include our Expanded Learning Opportunities Program for an extended nine hour school day and for the additional thirty days in the school year.
-This partnership is clearly articulated through a written agreement and contract that is Discovery Board approved.
-Discovery partners with its students' families on a regular basis through monthly Coffee with the Principal meetings, School Board meetings, quarterly ELAC meetings, a very active PTC, and through an open door policy for parents to communicate concerns, suggestions, and ask questions by email, phone, or in person.
-Because AthLEAD Advantage already assists our PE teacher with physical education during the school day every day, this new partnership will coordinate an integrated partnership between the instructional day and the expanded learning program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

-AthLEAD Advantage evaluates their AAA staff on a bi-weekly basis to continue building on their teaching quality.
-AthLEAD Advantage consistently reviews and adjusts the AAA curriculum to fit the skills students need to improve or to provide a greater challenge.
-AthLEAD Advantage asks for feedback on a regular basis from students, parents, staff and administrators on what they see is running well and what they would like to see changed or added into the flow of the program.
-Through the use of a protected electronic survey AthLEAD Advantage will gather information from students, staff and families related to the program design and desired outcomes.
-Athlead Advantage will meet regularly with Discovery administration. These meetings will have an agenda and minutes.

11—Program Management

Describe the plan for program management.

-AthLEAD Advantage updates its manual on fiscal management, personnel policies, procedures, and program operations annually, more often if scheduled meetings with Discovery administration and participant families reveal adjustments are needed. A parent handbook describing procedures and policies is available.
-Each AAA coach is responsible for lesson planning and running their assigned clubs under the supervision and guidance of the in-person site supervisor. The site supervisor keeps up-to-date records of all participants. Staff has direct contact with the program manager at all times to ensure the integrity and safety of the program.
-Through scheduled meetings with AthLead Advantage, Discovery administration will review the Academy's site record keeping and other data, including participant input to assess program strengths and weaknesses to continuously improve the program design, outcomes and impact in alignment with the ELO-P Quality Standards. Discovery administration will oversee the contract with AthLead Advantage for compliance and fulfillment and use fiscal control and accounting procedures to ensure proper disbursement for state and federal funds.

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.

-Discovery Charter School is not an After School Education and Safety (ASES) or a 21st Community Learning Center (21st CCLC) School.

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?

-AAA staff are hired based on a certain number of child development or psychology classes attended.
-AthLEAD staff are trained in first aid and CPR and provided with resources and training in child care development.
-Pupil-to-staff ratios of 10:1 will be maintained by consistently providing the same amount of staff designated to the most knowledgeable group with a strong passion for working with this age group.
-The AAA curriculum and program is focused on play-based learning that allows children to learn through discovery and experimentation. Our highly trained staff oversees children's play to encourage inquiry and secure children's safety.

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.

2:00 — 2:30 Prep/Set Up
2:30 — 2:40 Team Huddle
2:40 — 3:25 Check In/ Snack
3:25 — 3:40 Free Play
3:45 — 4:15 Homework Time/Academic Games
4:15 — 4:45 Activity 1
4:45 — 5:15 Activity 2
5:15 — 5:45 Clean-up and Lock up

ELO-P Plan Addendum

Discovery Charter School has a long tradition of providing a variety of after-school enrichment opportunities to our students. These opportunities have expanded further with the funding from the Expanded Learning Opportunities Program (ELO-P) Grant Fund.

This document is Discovery Charter School's ELO-P Plan for the next school year 2023 – 24 and the vision for future years. With the approval of our Discovery Board at the April 13, 2023 Board Meeting we are excited about our expanding partnership with AthLEAD Advantage, who will provide our After School Program as well as the intersession learning programs. The program meets the definition of "expanded learning", which is 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.

In addition to what is stated in the plan, Discovery Charter School would like to note that provided there are ample funds available, there are other planned uses of the ELO-P funds which will offer a variety of additional opportunities after school for our students and will ensure the safety of our students and cleanliness of our school. The following are possible additional planned expenditures:

- Hire a part-time custodian to maintain the school during the After School Program to manage the impact of the additional hours and days of facilities use.
- Purchase and install a classroom to be used by the After School Program to organize and house equipment, materials and supplies, to use during rainy days, and to teach lessons requiring a classroom during the after school or intersession times.
- Additional after-school activities each quarter for our students, such as a cooking class, garden club or chess club.

The plan 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. We look forward to all the possibilities this grant fund provides for enriching all of our students' lives.

AthLEAD Advantage LLC
AthLEAD Academy

Description of Program/Services:
AthLEAD Advantage will provide structured after school enrichment academy services as identified on the daily calendar. AthLEAD Advantage staff will hold organized and engaging activities that will keep students physically active while participating in structured activities developing their leadership, teamwork, community building, social, physical, emotional and behavioral skills.

AthLEAD Academy Program Hours

- **Program Time**: Monday, Tuesday, Wednesday, Thursday (2:30pm to 5:30pm)
- **Minimum Day Program Time**: Friday (12:45pm to 5:30pm)

M, T, W, & Th		***Friday Only***	
2:00pm-2:30pm	Prep/Set Up	12:00pm-12:30pm	Prep/Set Up
2:30pm-3:15pm (TK) 2:45pm-3:15pm (4th, 5th, 6th grade) 3:00pm-3:15pm (K, 1st, 2nd, 3rd grade)	Check-In/Snack Break	12:30pm-1:00pm (TK) 1:00pm-1:15pm (4th, 5th, 6th grade) 1:15pm-1:30pm (K, 1st, 2nd, 3rd grade)	Check-In/Snack Break
3:15pm-4:00pm (TK) 3:15pm-4:00pm (4th, 5th, 6th grade) 3:15pm-4:00pm (K, 1st, 2nd, 3rd grade)	Club/Activity #1	1:00pm-2:30pm (TK) 1:15pm-2:30pm (4th, 5th, 6th grade) 1:30pm-2:30pm (K, 1st, 2nd, 3rd grade)	Club/Activity #1
4:00pm-4:10pm (TK) 4:00pm-4:10pm (4th, 5th, 6th grade) 4:00pm-4:10pm (K, 1st, 2nd, 3rd grade)	Transition	2:30pm-2:40pm (TK) 2:30pm-2:40pm (4th, 5th, 6th grade) 2:30pm-2:40pm (K, 1st, 2nd, 3rd grade)	Transition
4:10pm-4:50pm (TK) 4:10pm-4:50pm (4th, 5th, 6th grade) 4:10pm-4:50pm (K, 1st, 2nd, 3rd grade)	Club/Activity #2	2:40pm-3:40pm (TK) 2:40pm-3:40pm (4th, 5th, 6th grade) 2:40pm-3:40pm (K, 1st, 2nd, 3rd grade)	Club/Activity #2
4:50pm-5:00pm (TK) 4:50pm-5:00pm (4th, 5th, 6th grade) 4:50pm-5:00pm (K, 1st, 2nd, 3rd grade)	Transition	3:40pm-3:50pm (TK) 3:40pm-3:50pm (4th, 5th, 6th grade) 3:40pm-3:50pm (K, 1st, 2nd, 3rd grade)	Transition
5:00pm-5:30pm (TK, K, 1st, 2nd, 3rd 4th, 5th, 6th grade)	Sign-Out/Dismissal	3:50pm-4:50pm (TK) 3:50pm-4:50pm (4th, 5th, 6th grade) 3:50pm-4:50pm (K, 1st, 2nd, 3rd grade)	Club/Activity #3
5:30pm-5:45pm	Clean-Up/Prep	4:50pm-5:00pm (4th, 5th, 6th grade) 4:50pm-5:00pm (K, 1st, 2nd, 3rd grade)	Transition
		5:00pm-5:30pm	Sign-Out/Dismissal
		5:30pm-5:45pm	Clean-Up/Prep

AthLEAD Advantage LLC

Overall Logistics:

- 9 Staff (1 Supervisor and 8 Staff in Ratio)

(Fall Semester)

(July 22nd, 2026, to December 18th, 2026)
Mondays, Tuesday, Wednesdays & Thursdays & Fridays
Monday thru Thursday Program: 2:30pm-5:30pm
Friday Program: 12:30pm-5:30pm

Dates of NO Service:

9/7 (Labor Day)
9/21 to 10/2 (Fall Break)
11/11 (Veterans Day)
11/23- 11/27 (Thanksgiving Break)
12/21-1/11 (Winter Break)

(Spring Semester)

(January 12th, 2027, to, June 4th, 2027)
Mondays, Tuesday, Wednesdays, Thursdays & Fridays
Monday thru Thursday Program: 2:30pm-5:30pm
Friday Program: 12:30pm-5:30pm

Dates of NO Service:

1/18 (MLK Holiday)
2/12 and 2/15 (President's Holiday)
3/22- 4/2 (Spring Break)
5/31 (Memorial Day Holiday)
6/18 (Juneteenth Holiday)

AthLEAD Advantage LLC

Number of days and dates of service for each Intersession

- *September (5 days) (9/21/26 to 9/25/26)*
- *January (5 days) (1/4/27 to 1/8/27)*
- *March (5 days) (3/22/27 to 3/26/27)*
- *June (15 days) (6/7/27 to 6/28/27)*

Description of Intersession Program/Services:

Intersession Sports Academy
(1 week in: September, December, and March) (3 Weeks in: June)

AthLEAD Advantage will provide structured activities as identified on the daily calendar. AthLEAD Advantage staff will hold organized and engaging athletic and teambuilding activities that will keep students engaged while participating in structured activities developing their leadership, teamwork, community building, social, physical, emotional and behavioral skills. Athlead Advantage will have 6 staff members at Monday-Friday from 8:00am to 5:30pm.

Intersession Schedule

Instruction Time	
7:30am-8:00am	Prep/Set Up
8:00am-8:30am	Check-In/Snack Break/Announcements
8:30am-8:45am	Warm-Up and stretch
8:45am-9:45am	Rotation 1
9:45am-10:00am	Transition /Snack Break
10:00am-11:00am	Rotation 2
11:00am-11:15am	Transition/ Snack Break
11:15am-12:15pm	Rotation 3
12:15pm-1:15pm	Lunch Break
1:15pm-2:15pm	Rotation 4
2:15pm-2:30pm	Transition/ Snack Break
2:30pm-3:30pm	Rotation 5
3:30pm-3:45pm	Transition/ Snack Break
3:45pm-4:45pm	Rotation 6
4:45pm-5:00pm	Transition
5:00pm-5:30pm	Dismissal
5:30pm-5:45pm	Clean-Up/Sanitation of all Equipment/Materials

AthLEAD Advantage LLC

Days and Hours of Service

(Mondays, Tuesday, Wednesdays & Thursdays)

Staff	*Hours Per day*	*#Days*
9	4.5	125

(Fridays ONLY) & (First Day of School) & (Last Day of School)

Staff	*Hours Per day*	*#Days*
9	6.25	37

(Teacher Parent Conferences)

Staff	*Hours Per day*	*#Days*
9	6.25	14

(Minimum Days After Breaks)

Staff	*Hours Per day*	*#Days*
9	6.25	4

(Intersession Days)

Staff	*Hours Per day*	*#Days*
9	10	30

Grand Total	*$429,000.00*

Expanded Learning Opportunities Program Plan Guide

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

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

> [LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;
>
> (2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

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

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

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

***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

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.