

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

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

Name of Local Educational Agency or Equivalent:	Temple City Unified School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Cloverly Elementary
2. Emperor Elementary
3. La Rosa Elementary
4. Longden Elementary

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

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

Instructions

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

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

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

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

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the 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 program will take place at each respective comprehensive elementary school and the middle school in Temple City Unified School District. Students will have access to designated facilities to ensure a safe and supportive environment. Students will not require transportation to access after school Expanded Learning Opportunities Program (ELO-P). Our extended day programs offers a safe, nurturing environment that supports the academic, the developmental, social-emotional, and physical needs of all students. The Program Director works closely with the District administration and school principals to create school-aligned health and safety procedures. TCUSD Expanded Learning is working in partnership with Action Youth America (AYA).

There is an annual Comprehensive Site Safety Plan for each school which includes evacuation procedures, maps, students/staff accounting documents, staff roles and responsibilities and emergency procedures. Plans are aligned to the school day disaster plans and are approved annually. Outside Providers are provided with colored vests to distinguish them from the district staff who wear a different color of vest.

All schools have emergency bins, which contain supplies to be used in case of disaster such as first aid supplies, blankets, food and water. Staff on campus during Extended Day Program at each site have keys to access emergency bins. In addition to keys to emergency bins, after school staff are provide access to the entire campus and gates and allow staff to secure students and the campus in case of a shelter-in-place or other emergency. The extended day programs hold mandatory monthly emergency drills for earthquakes, fires, active shooters and shelter-in-place situations. Extended Day Program Leaders submit written feedback regarding proper execution of procedures during emergency drills. Safety Procedures are provided n three different languages for the parents.

ELO-P also provides first aid backpacks to carry emergency supplies. In addition, staff are required to maintain updated, Child Abuse Reporting and TB clearance, which are kept on file in the and ELO-P administrative office. ELO-P provides schedules to parents of participating students at the beginning of each year that include the names of frontline staff persons in charge of each group, classroom location, and the Program Leader’s name and contact information. Program Leaders maintain updated emergency contact and authorized pick up lists for all program participants. Students may only be released to a parent/guardian or adult over the age of 18 who has been authorized by a parent/guardian. On a limited basis, a letter must be written and signed by a parent/guardian, for students who wish to walk home without the supervision of an adult.

Incidents and injuries are documented and must be submitted to the Program Director within 24 hours for review and follow up. All reports are then submitted to the appropriate department (Human Resources; Student Support Services, etc.) for review and follow up. Parents are contacted via telephone and receive written notice of a head injury and/or other first aid measures taken when appropriate. In addition to promoting the physical safety of all program participants, ELO-P supports the social-emotional development of students by having students and staff develop behavior expectations that govern behaviors and interactions. Behavior Expectations are posted and reviewed daily to remind students of their commitments. ELO-P is dedicated to fostering a safe and respectful environment that encourages responsibility as well as academic and social success. Currently, ELO-P operates under the PBIS matrix for each school site.

ELO-P utilizes steps of progressive discipline, which provide students with multiple opportunities to self-regulate and restore trust and relationships. Staff uses such techniques as conflict resolution, redirection, and brief removal from the group when behavior is out of control. At no time will a child be left alone, nor will the staff use any form of physical punishment during program hours. Parents will be notified of any problems. If a child has a continuing

behavior problem, a conference will be set up with the Program Director and/or site staff, and the parent. Working together in this manner will support the child.

The goal is to provide students with multiple opportunities to turn the day around and have a more positive experience while implementing restorative practices that improve communication.

In order to support students medical needs and LVN is available to support each school site until 6pm. Likewise, a counselor is in place to support students in the after school program for all of the school sites to support their social-emotional or academic needs.

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.

To provide activities that promote academic learning, TCUSD utilizes age appropriate themed standards aligned activity plans with a focus on supporting social emotional learning, literacy, STEAM, and physical education. Site staff use the activity plans as a springboard to plan additional enrichment specific to the needs of the children at their site. ELO-P offers a variety of enrichment activities that include engineering lessons, arts projects, and social emotional learning. These include providing opportunities for skill-building, motivating students through relevant topics and enhancing learning activities using fun, interesting and creative methods. Students will also receive caring adult help with academic subjects, a support which may not be available at home during the hours after school. Among the offerings that students in the ELO Program will have access to:

- Academic support for diverse learners to meet grade level standards
- Enrichment programs in art, physical fitness, and STEM
- Social Emotional Support for students that focuses on well-being, emotion management, and behavioral supports
- Nutrition that supports the dietary needs of students

In the ELO-P program, students participate in a homework hour Mondays-Fridays. This allows them time to complete their homework during the program with the help of a staff member, if needed.

3—Skill Building

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

ELO-P strives to offer educational literacy and enrichment activities that engage students and encourage their love of learning, which contributes to student success. ELO-P will provide opportunities for students to build skills both in traditional curricular areas, as well as in often less developed areas like public speaking. ELO-P students receive support in reading, speaking and listening skills, which are skills necessary to be successful in college, career and beyond. Structured academic time includes support with homework during the school year in addition to sight words, high frequency word lists and math facts and supports students in improving literacy and math skills. ELO-P activities and events emphasize community-centered issues, such as the impact of COVID-19 pandemic and activities to reduce bullying. Enrichment activities are aligned to California standards in order to support students learning in a non-threatening environment where students can practice skills needed to gain success during the school day. Enrichment activities are designed to support collaborative interaction and organizes participants in groups to work with a clear purpose. Enrichment activities are planned as disguised learning through project based activities that support 21st Century learning skills. Inquiry-based learning projects foster critical thinking skills by demonstrating how problem-

solving includes multiple plausible solutions. Programming promotes imaginative learning and creative play through pretend and make-believe scenarios. Through arts and crafts, storytelling, and role play, students express creativity and gain a sense of mastery. Through integration of the Positive Behavioral Intervention Supports (PBIS) model, ELO-P staff will explicitly teach self-management and social emotional competencies to elementary students.

4—Youth Voice and Leadership

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

When giving students a voice and leadership responsibility, it is important to not just provide the opportunity, but also to enhance the skills necessary to succeed when given that responsibility. One of the top priorities of ELO-P is to create a welcoming space where students feel connected as well as emotionally and physically safe. Threaded throughout ELO-P programming are the three best practices known to support resiliency: caring relationships with adult role models, high expectations, and opportunities for meaningful engagement. ELO-P also encourages student voice, choice and leadership in the creation of classroom behavior expectations that govern student behavior. In order to teach our students to be accountable for themselves, their belongings, and their learning environment, we have to trust them with leadership and responsibility roles. Students feel capable when they have a sense of power and control over their learning environment and when they are making a contribution to the smooth running of their classroom.

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.

ELO-P promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices. The program helps staff promote healthy lifestyles by utilizing the Guide to Good Eating, Mind and Body activities for elementary school classrooms in order to promote healthy habits for lifelong nutrition and fitness practices. ELO-P adheres to the District Student Wellness Policy (BP 5030). Snack and meals during ELO-P meets the California Nutritional Requirements. During intersession days, students must take 3 of the 5 Food Groups offered to make a complete meal of protein, grain, fruit, vegetables, and milk. One item must be a fruit or vegetable 1/2 cup serving. Here are examples of the vegetables and fruits distributed as part of the intersession meals: baby carrots, cucumber, celery, zucchini sticks, corn, beans, chopped Romaine Salad, apple slices, cantaloupe cubes, pineapple slices, tangerines, raisins, cranberries, applesauce cups, and mixed fruit cups.

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.

ELO-P supports an environment of diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability and gender identity and expression. Each ELO-P site provides opportunities to celebrate students' cultural and unique backgrounds. The program values staff diversity works to hire staff that are representative of the students served in the program. ELO-P is committed to making programs and activities equitably accessible to all students. Promising practices to ensure that all activities are accessible to those with special needs such as physical disabilities, learning disabilities or limited English proficiency, maintaining bilingual staff, and staff representatives of the school's demographics at all sites.

We aim to learn about any cultural or community perceptions that might deter enrollment in the ELO-P. With improved cultural competency on this subject, we can devise a more targeted outreach effort to families in our

service areas for unduplicated students. Based on family needs, flexibility in programming is offered between the ELP and AYA program.

Email correspondence as well as phone calls are made to qualifying families highlighting the details of the ELO-P program. ELO-P works closely with the Special Education team, school site principals and classroom teachers to identify students who might benefit from participation in the program. Diversity encompasses not only demographic characteristics such as race and gender but also life experiences including poverty, discrimination and family instability. ELO-P strives to reach its goal of engaging students through relevant, purposeful knowledge to help eliminate social and educational disparities by including accessible opportunities for students to learn about social and cultural differences.

7—Quality Staff

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

Active recruitment of qualified staff is an ongoing priority. Recruitment by TCUSD maintains an open eligibility pool on EdJoin for potential candidates and contract with third-party providers to support the extended programs. Studies show that sustained student participation in expanded learning programs occurs more frequently when youth personally relate to staff through shared backgrounds and experiences. ELO-P engages in a rigorous recruitment and hiring process. All staff are provided with clear title and job description, continuous training and professional development, resources and materials to deliver activities and coaching from the Extended Day Programs. The TK/K portion of the day is a 1:10 ratio of students and staff. Staff provide the opportunity for students to engage in meaningful relationships with adults who provide a caring and encouraging environment. The district will make efforts to support staff retention by increasing hours of existing staff to support before and afterschool needs.

These are the qualifications for the AYA staff:

SITE COORDINATOR

Minimum 2 years of management experience working with youth, preferred but not required.

Minimum 2 years of experience working with school-age children, preferably in an after-school setting.

Bachelor's degree in a related field is preferred, but not required.

Excellent communication skills (verbal and written).

Excellent organizational skills.

Strong interpersonal skills.

Attention to detail.

First-Aid Certificate must be attained within 90 days of employment.

Must pass Live Scan.

TB Test and Tdap shots are required and must be obtained prior to starting the position.

Must have dependable transportation (some driving is required for this position).

Bilingual in Spanish, not required but preferred.

PROGRAM LEADERS:

Minimum of six months of experience working with a group of 10 or more students in a classroom, After-school, or recreational environment.

Commit to a full-year program.

Must be VOCAL and able to interact with children of all ages and backgrounds.

High School Diploma or G.E.D. required.

Ideal candidates will have completed a minimum of 48 core College/University Units (Child Development units a plus!) – or pass the District test.

Excellent communication skills (Written and Verbal).

Ability to speak and write standard English appropriate for a public school setting.

Must pass TB test.

Must pass Live Scan (criminal background check via fingerprinting).

8—Clear Vision, Mission, and Purpose

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

Our vision is to offer a program that will enrich your child’s development while putting your mind at ease. Our mission is to work in partnership with parents, the District and community to provide families of school-aged children a safe and nurturing program that promotes growth in the social, cognitive and physical development of each child. Our purpose is for students develop meaningful relationships with connected, caring adults through shared experiences and youth development activities and explore personal interests and acquire prosocial skills that create a foundation for long-term academic, behavioral, and social success.

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.

Several Expanded Learning Opportunities Programs were reviewed by the Educational Services Department. Based on alignment with the current extended care programs on our campuses and a thorough examination of the offerings of several ELO-P vendors, it was determined that Action Youth America (AYA) is the program that meets the diverse needs of our student population. For elementary students, AYA will meet the required extended programming and serve the academic, social, emotional, and physical needs of our students while providing opportunities for enrichment.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Parent surveys will allow ELO-P to determine if the program meets the needs of the families served. The program will provide a survey to parents and students in the program to assess data and adjust the program plan as needed. Monthly meetings with ELO-P staff to assess tools and strategies to determine areas of focus for improvement will be accompanied by an action plan. Staff demonstrate their commitment to continuous improvement on a daily basis through regular reflection and self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity. Effectiveness for ELO-P will be evaluated through the analysis of attendance data. In addition, each of the school sites will look at discipline, overall school attendance, to determine the overall effectiveness of the program at the site and for specific students.

11—Program Management

Describe the plan for program management.

Our program selects program staff, instructional materials, healthy meal options field trips, and hands-on activities based on long term learning goals for experiential learning that directly support our vision, mission and goals. District has fiscal and administrative practices supported by well-defined and documented policies and procedures that meet state requirements. The Extended Day Programs will be responsible for daily program management, in collaboration with District and site administration. The program management is described below:

Director of Child Development programs: Under the general supervision of the Assistant Superintendent of Educational services, the Director collaborates and oversees the daily planning and execution of all classroom and outdoor activities and maintains a safe and healthy environment for the safety and welfare of students as it pertains to all Extended Day programs. The Director identifies student and staff needs for the programs, coordinates appropriate staff development activities, conducts parent conferences as needed, assists staff in developing plans for students and foster articulation with District programs. The positions within the AYA are as follows:

SITE COORDINATOR

Some of the tasks are outlined below but are not limited to:

The Program Coordinator will communicate, implement, and enforce operational policies and procedures of Action Youth America as dictated with the collaboration of the school district.

Ensure that the online environment, programs, and services offered to the youth services are relevant, engaging, and enriching.

Collaborate with school personnel, other Program Coordinators, parents, and community organizations.

Attend mandatory district and Action Youth America Zoom meetings.

Evaluate, manage, and mentor 4-6 program staff.

Resolve conflicts, disputes, and concerns with staff, students, parents, and school personnel.

Keep track of average daily attendance and forecast declines in attendance. Find creative ways of recruiting students and maintaining them enrolled in the program.

Meet all deadlines.

Maintain budgets.

PROGRAM LEADERS

Individuals who specialize in any of the following areas:

STEM (science, technology, engineering, and math)

Performing Arts (cheer, dance, theater)

Visual Arts

Music (band, mariachi, guitar, keyboards, drums)

Sports (basketball, football, volleyball, soccer)

English or Literature

Responsibilities:

Develop engaging lesson plans.

Provide online or in-person homework assistance, academic enrichment, and physical activity.

Create an inviting environment that fosters a sense of belonging.

Support students in making positive behavioral choices.

Identify student needs and communicate to Site Director, school authority, and parents.

Perform other duties as assigned.

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.

TCUSD does not receive ASES or 21st CCLC funds. This plan utilizes only ELO-P funding.

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?

Extended Day Programs will address the needs of TK and K students through by collaboration with TK/K staff, maintaining classrooms of 10:1 students to staff ratios, creating print-rich environments that provide opportunities and tools for children to see and use written language for a variety of purpose and incorporating play as a vehicle for developing self-regulation and promoting language, cognition and social competence. ELO Programs recruit staff from our school communities. This recruitment strategy supports developing a staff who represent the diversity of the community.

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.

TCUSD does not have a California State Preschool Program. Listed below is the sample program schedule for the school year program:

2:20-2:45 Welcome, sign-in

2:45-3:00 Snack

3:00-4:00 Enrichment

4:00-5:40 Homework and Enrichment

5:40-6:00 Study Hall

Shortened School Day Program Schedule:

1:00-1:15 Sign in and welcome

1:15-1:40 Supper

1:45-3:00 Enrichment

3:05-4:30 homework

4:30-5:35 Academic Enrichment

5:35-6:00 Study Hall

Intersession schedule will include spring break and summer consisting of 30 days per fiscal year for 9 hours per day, and we plan to use three of the days for Professional Development for ELO-P Staff. Here is the daily schedule:

8:00 Welcome and sign-in

8:25 Breakfast

9:00 Wake Up! Group Activity

9:15 Let's get Sporty

10:20 STEAM time

11:30 Lunch

12:35 Outdoor Activity

1:05 Yoga Time

1:20 Indoor Enrichment

2:35 Snack

3:10 Club Enrichment

4:15 Group Activity

4:45 Cool down and prepare to go home.

5:00 Dismissal

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.