

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:	Corcoran Joint 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. Bret Harte Elementary
2. John C. Fremont Elementary
3. Mark Twain Elementary
4. John Muir Middle School

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.

CUSD is committed to providing students with a safe, violence-free, bullying-free learning environment. In order to accomplish this goal, the staff is dedicated to achieving a full implementation of Life Skills/Cyber Safety curriculum, providing a framework for social interaction between students, and addressing issues that do arise on campus in a manner that involves staff, students, and families.

The staff treats students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading activities with students. “Positive Discipline” is used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented simple, clearly defined rules that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with the regular day site staff is supported so that the needs of students with special needs are not only known but appropriately supported.

Practices and activities to involve students in school in a meaningful way will continue to evolve. This will include SEL programs, Cyber Safety and Behavioral Support counselor. A PBIS Team will study and address the needs of students who are struggling and provide services. Teachers in their PLC’s and SST meetings will also assess student connectedness. Parenting Partners will also be used within CUSD, building the capacity of parents, thereby strengthening the connection between home and school. Our relationship with the Big Brother/Big Sister program will also continue. This interaction will strengthen the bond of an extended school day by aligning our PBIS practices to maintain continuity between the two partners.

CUSD is committed to protecting our students and staff during individual, school and District emergencies. Drills are done on a monthly basis to ensure all students and staff members are well practiced in our emergency procedures. All of the same procedures and protocols will be used and practiced by both the after school programs and the regular educational programs to ensure consistency.

Emergency drills are conducted regularly at different intervals. Practicing Fire drills (monthly), Earthquake (quarterly) and Lockdown drills (twice a year) helps ensure that students know what to do in a dangerous situation. It is by conducting these drills that we ensure that even if students are scared or panicked, they will be able to rely on the training they have done throughout the years at school.

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 ELO-P program utilizes the “Central Valley After school Foundation Literacy and Math curriculums” comprised of 20 lessons for each grade. These lessons are aligned with the California Content Standards and the grade level focus. The lessons give students the opportunity to choose activities they are interested in and require collaboration with their fellow students. All students are actively engaged in the projects and are given an opportunity to express themselves in the final product.

For example, the lesson on recycling included students actively collecting and classifying waste found on the playground and garbage containers. Students then have to design and put together a display that shows the recycling process. Parents are then invited to view and have the students explain their completed project.

Each of these lessons have extended activities that focus on multicultural awareness, parent connection, STEM, English Language Learners, and Nutrition /Physical Activity.

3—Skill Building

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

The ELO-P program’s educational and literacy element includes tutoring and homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday for a minimum of 45 minutes. There will be an educational enrichment component that consist of a minimum of 45 minutes per day of fine arts, physical fitness, and prevention activities that reinforce and complement the school’s academic program.

At the beginning of each year, the CUSD Director of Educational Services reviews the ELOP/ASES program with the site Principals. Principals review the program with their staff. Recommendations and program changes are reviewed with the subcontractor operating the daily program.

Students are grouped into classes and activities according to grade level, ability level, and interests. All ELOP program activities are intended to keep students motivated and actively engaged.

Planned educational activity include the math, ELA, Music/Art, STEM Activities, physical activities and other educational activities that student's and parents express interest in where we can get staff to teach.

4—Youth Voice and Leadership

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

At all grade levels the students are divided into smaller groups with an Adult leader. Students are allowed to choose the activities and projects as per the weekly monthly themes. Opportunities for choice of projects is also part of every lesson plan.

In the upper grades, students choose a weekly “Leader of the Week “who comes up with the groups needs for the projects and works with the adult team leader to provide materials necessary for the project completion. All students are given opportunities to develop their leadership skills through their participation in group projects.

In addition, School site Principals provide regular school day academic coaches from their staff to train the team leaders on strategies for small group instruction.

Students are surveyed and evaluated by staff to guide in the development of training, curricula, and projects that will meet students’ needs, interest and real world problems.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Through structured physical activities students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills in both recreational and physical activities.

The program has a collaborative partnership with the local Recreation Association of Corcoran to provide a wide variety of physical fitness and wellness activities at the local facility. This includes activities of great interest to students such as Dance, Zumba, Yoga, fitness exercise circuit, and multiple sports activities. The daily physical activity sessions also extend the activities students use in their regular day PE curriculum.

We also offer a variety of outdoor recreation programs such as, but not limited to: soccer, football, dodge ball, tetherball, at each of the sites. Parent and student annual after-school school program survey results are also used to determine new recreation activities/sports that could be added.

In addition, students participate in a kitchen activity making a healthy afternoon snack that is alignment with the District healthy nutritional practices.

The health and safety of all students begins with a smooth transition from the regular school day to the after school program. Student attendance in after school programs is tracked at the end of the regular school day when the after school program starts and monitored throughout the after school program sessions. After school program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in after school program classes.

Nutritious snacks are provided daily for every student in attendance.

The Corcoran Unified School District (CUSD) Food Service staff selects the snacks served in the after school program. Selections are based on a reimbursable snack consisting of two of the following four food components: milk/meat, meat alternative/fruit, vegetable/grain, or bread product. Examples of snacks served include cheese sticks, apple juice, yogurt, apples, cup of carrots with broccoli and ranch dressing, and milk.

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.

The Lesson curriculum referenced previously have both a lesson extension option that include Multicultural Education/ Cultural Awareness and ELL Extension. These options are utilized frequently to extend project activities. One example of an activity is students developing collages from multiple sources of print literature that reflects the diversity of images in our community, region and country. Another activity includes a multicultural day. Students do research about their culture, including artifacts, costumes, instruments, artwork and/or crafts. Students design a poster or do a digital brochure to share out. During a special project review, staff and parents are invited to see the students present their project. In addition, students may bring a food item to share.

Also, units like “Around the World in 80 Days” give the students the opportunities to explore many different cultural communities including food, songs, geography and history.

7—Quality Staff

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

All Program contractors will be required to maintain ongoing assurance of compliance with CUSD’s requirements for instructional aides as well as criminal background checks required by the Department of Justice and Federal Bureau of Investigation. All instructional aides involved in the program at the site level must meet the NCLB qualifications for their position. CUSD requires that instructional aides meet the following minimum requirements: i) have completed 48 units of college credit, ii) hold an associate of art degree or higher, or iii) score 70% or higher on the CODESP examination proficiency exam.

Staff members are recruited primarily from the existing pool of regular school district employees. Hiring notices are posted at the district office and all school sites. Job openings are also posted in the local newspaper. In addition, job postings will be posted on the district's and RAC social media accounts.

CUSD contracts with the Recreation Association of Corcoran (RAC, formerly known as Corcoran Family YMCA) to operate the program. The RAC is responsible for the daily operation of the after school and intersession programs including the hiring of employees and all other provisions of the contract. The RAC hires a program director, site administrators, and team leaders to meet program requirements and implement program goals. The RAC provides CUSD with verification that the employees meet the minimum requirements for instructional aides.

The program contracts with the Central Valley After school Foundation to provide regular in-service professional development for the after school program staff (e.g., regional staff development programs). Additionally, staff members attend after school program staff development activities provided by the local county schools office. The Program Director also provides monthly professional development in-services for the Site Directors.

8—Clear Vision, Mission, and Purpose

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

Our Mission : We are relentless in creating an environment for all to improve mind, character, and body.

Our Vision: A Destination program where people are drawn to Corcoran due to the quality, reputation, and accomplishments of our students and schools.

Our Purpose:

1. Provide a safe, healthy environment, both physically and emotionally for students after school and when school is not in session.
2. Provide fun and engaging activities in order to exceed or meet daily attendance requirements.
3. Support student academic achievement through academic and enrichment activities that are aligned with the regular school day.
4. Promote parent and community involvement.

The needs of the community, students, parents, and school were identified through various sources; annual surveys, parent advisory committee, and student reports. Once the needs are identified by the site administrators and site coordinator, then the focus of the program is established along with the target groups.

The Program offers an academic support component, healthy fitness component and recreational enrichment component. The academic support component consists of homework assistance and intervention in the focus area chosen by the school site and its specific grade level. The healthy fitness component consists of physical fitness and education along with a healthy snack. The recreational enrichment component consists of STEM activities, clubs, community events, service learning projects, community partners, and much more.

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.

The program contracts with the Central Valley After school Foundation to provide regular in-service professional development for the after school program staff (e.g., regional staff development programs). Additionally, staff members attend after school program staff development activities provided by the Kings County Office of Education.

The Program Director also provides monthly professional development in-services for the Site Directors.

CUSD contracts with the Recreation Association of Corcoran (RAC) to operate the ASES program. The RAC is responsible for the daily operation of the after school program including the hiring of employees and all other provisions of the contract. The RAC hires a program director, site administrators, and team leaders to meet program requirements and implement program goals. The RAC provides CUSD with verification that the employees meet the minimum requirements for instructional aides.

The county outdoor education program has been identified for potential benefit. The Burris Park Outdoor Education program has developed standard-based outdoor education activities, including lessons for different seasons that highlight the way weather affects the park and its wildlife.

The Police Explorers is a youth organization that gives teenagers a chance to train with peace officers and learn the skills necessary to serve in law enforcement. Police Explorers staff members annually visit the middle school program to inform the students of their program and how students can join.

The Air Force ROTC program staff visits the program to promote good citizenship and inform students of the requirements to participate in the Air Force ROTC program.

The Kings County Job Training program provides student workers for the program.

The Teen Outreach Program provides weekly volunteers to serve in the program and engage young people in a high level of structured, volunteer community service opportunities that are closely linked to classroom activities.

Big Brothers/Big Sisters of America is used to help children reach their potential through supported, one-to-one relationships with volunteer mentors.

The program coordinates with and utilizes the resources of the Recreation Association of Corcoran for providing enrichment activities for students in the areas of physical fitness, team sports, cooking, aerobics, and swimming.

Staff, student's and parents were all given survey's to gain input on the Expanded Learning Opportunity Grant and ideas to include in the program. One big idea that came out in the survey's was to hire teachers to teach units of study. The parents also indicated in the survey that tutoring was an important aspect they wanted to be included.

All Stakeholders will be survey yearly to get garnish ideas and feedback on the program successes, areas of improvement and new ideas.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning will be used to assess program quality, and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include; surveys, interviews, observations and self-assessments. The information will be collected from all stakeholders, which will include, students, parents, community members and staff. The results will be used to drive improvement of the program.

The Program Director and Site Directors will participate and review the Expanded Learning Field and site Coordinator Survey every year. This provides an opportunity for the staff to review the program and discuss possible changes in the program. Each year, the Director and Site Directors spend a week before the school year starts reviewing the data collected to identify past successes and improvement needed. We use this data to revise and refine our program and develop the program for the current school year.

In addition, at the weekly Staff meetings the program Director and staff will review current projects, success of projects, and possible changes to the yearly plans.

The CUSD Director of Educational Services will meet annually with the RAC administration and the Program Director to review the Program Plan. This includes quarterly on-site visits to all schools. The Program Director will meets with the site Principal twice per year to review the plan. In addition, on an as-needed basis, the Site Directors meet with the teaching staff to review the plan. A few goals are:

1. Communicate frequently with classroom teachers to ensure effective homework completion.
2. Work with site Principals to ensure activities coordinate with the regular school day program.
3. Provide targeted staff development activities that focus on motivation, intervention, remediation and/or acceleration deepening on the need.

The program partners will meet at least quarterly to discuss all areas of program design and implementation, provide key programmatic and financial guidance, and conduct ongoing formative evaluation to ensure ongoing program improvement.

11—Program Management

Describe the plan for program management.

At each school site, the Team Leader has a Cluster Summary binder that consists of documents identifying the month/year, site name, and Program Leader name. The Team Leaders are responsible for recording the last and first names of their 20 students. Monthly attendance sheets track attendance by month. The following categories are tracked: a check mark if the student is present; A-Absent, H-Holiday, E-Entered first day of program, NP-No Program, and D-Drop. At the end of each month, the Team Leader computes the attendance percentage and compares it to the target goal.

CUSD receives grant funding by the state (via Kings County Office of Education and Treasurer). CUSD sends quarterly payments to the Recreation Association of Corcoran (RAC) according to the agreed upon contract for services. CUSD and the RAC will work together on reporting attendance and quarterly expenditures to the CDE. The Recreation Association of Corcoran (RAC) tracks and reports all expenditures on a quarterly basis to the CUSD Chief Business Officer. An independent auditor audits the fiscal records annually for both the RAC and CUSD.

The RAC runs the program with oversight by the Corcoran Unified School District. CUSD has final say in the programs content, how the funds are spent and collaborates with the RAC on areas that need improvement.

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The CUSD currently contracts with the Recreation Association of Corcoran (formerly known as YMCA) to implement the ASES program. The District will now add the ELO-P program to the RAC contract. With additional staff, the RAC will be able to seamlessly implement the ELO-P and ASES program. Both funding streams will be utilized to reach the goal of a single comprehensive program. The requirements for both programs will be adopted to guide the process.

Field Trips will be part of the ELO-P planning. Visits to aquariums, Zoos, County/State /National Parks etc. will provide expanded learning opportunities for all students enrolled in the after school, intersessional and Summer programs. Field trips to cultural & recreational activities to provide enrichment and play will also be included. All expenses including transportation, fees, meals will be provided at no cost to the students.

The ELO-P funds will be utilized to lease additional facilities to provide additional support to meet program goals such as:

- A Curriculum Resource Center with materials and supplies for staff to develop activities and materials for student use
- A Training Center to provide ongoing staff development activities
- A centralized storage facility to house program supplies until they are dispersed to the appropriate sites. This will include electric low speed utility vehicles to deliver supplies to the four program school sites as needed. Additionally, the vehicles will deliver the required program meals and snacks.

The ELO-P program funds will also be used to provide additional janitorial services during intersessions/summer because of the increased use of school sites during those times.

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?

Advertisements will be posted in our local newspaper as well as on RAC and School District social media for new staff hiring. An emphasis will be placed on candidates who have previous experience and/or education working with TK and Kindergarten students. Staff will receive training in working with younger students utilizing local and State Regional resources. Training will be ongoing during the regular school year. To ensure the proper 10:1 ratio additional staff members will be hired to lower the ratio below 10: 1 and be available to fill in for any absences. Staff will be rotated where needed to maintain the proper ratio.

The curriculum and program activities will be based on the established State Curriculum Guides and materials for each appropriate grade level. The California Quality Standards will also provide guidance for program implementation.

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.

Services will be provided for both TK and Kindergarten students

Transitional Kindergarten & Kindergarten daily schedule

8:00 – 2:15 p.m. Regular grade level curriculum with classroom teacher
2:15-3:00 p.m. ELO-P receive students on site and snack time
3:00 3:15 p.m. Restroom break
3:15-4:00 p.m. Expanded curriculum activities
4:00-4:15 p.m. Restroom break
4:15-6:00 p.m. Crafts & outdoor activities 6:00 p.m. p.m. Parent pick up /sign out

Sample Summer or Intersession daily schedule

8:00 a.m. Welcome Sign-in
8:30-9:00 a.m. Morning snack
9:00-9:15 a.m. Restroom break
9:15-10:00 a.m. Crafts/Outdoor activities
10:00-10:15 a.m. Restroom break
10:15-11:15 a.m. Crafts/Outdoor activities
11:15-12:15 p.m. Expanded grade level curriculum activities
12:30-1:00 p.m. Lunch
1:00-1:15 p.m. Restroom break
1:15-2:00 p.m. Crafts/Outdoor activities
2:00-2:15 p.m. Restroom break
2:15-3:00 p.m. Crafts/Outdoor activities
3:00-5:00 p.m. Expanded grade level curriculum activities
5:00-5:30 p.m. Pick-up time /Closing

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.