

ADELANTO ELEMENTARY SCHOOL DISTRICT

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) PLAN

2024-2027



**California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923**

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

Adelanto Elementary School District School Board Approved September 24, 2024

**ADELANTO ELEMENTARY SCHOOL DISTRICT
SCHOOL BOARD OF TRUSTEES**

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Craig Shiflett, Assistant Superintendent of Human Resources

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

Local Educational Agency (LEA) Name: Adelanto Elementary School District

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List of school sites that the LEA selected to operate the Expanded Learning Opportunities Program (ELOP)

1. Adelanto Elementary School
2. Columbia Middle School
3. Donald F. Bradach Elementary
4. Eagle Ranch Elementary School
5. El Mirage School
6. Gus Franklin Jr. STEM
7. George Visual and Performing Arts
8. Melva Davis Academy of Excellence
9. Mesa Linda Middle School
10. Morgan Kincaid Preparatory
11. Theodore Vick Elementary
12. Victoria Magathan Elementary
13. West Creek Elementary
14. Westside Park Elementary

Expanded Learning Opportunities Program Plan Guide

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a]) "Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

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/qualstandcqj.asp>.

1. Safe and Supportive Environment

Adelanto Elementary School District's (AESD) Expanded Learning Opportunities program strive to create a safe and supportive environment at all school sites that are focused on the developmental, social-emotional, and physical needs of all students. Fostering safety and support consists of building a safe space for students, building a system of support for students, and utilizing an easily accessible location for the programs. AESD students in grades TK-8 will have equitable access to enroll and participate in ELO-Program in addition to After School Education and Safety (ASES) program.

In building our safe space for students, all Opp establish clear rules of conduct and consequences for non-compliance. This includes policies on bullying, harassment, and respect. Positive Behavior Interventions and Supports is incorporated in all programs which is aligned to our district-wide positive culture and climate plan. In this plan, students are celebrated for successes and positive behavior. This creates a motivating atmosphere and encourages students to participate actively. In addition, staff encourages open communication by creating opportunities for students to share concerns or ask questions anonymously if needed. Staff model respectful communication with students and ensure all interactions are professional and appropriate.

Secondly, Adelanto Elementary School District has built strong systems of support for students in these programs. All programs are staffed with caring mentors. All staff receive safety trainings which include but is not limited to, Positive Behavior Intervention and Supports (PBIS), mandated reporting, sexual harassment, social emotional learning, and CPR/First Aid Training.

Students are provided with activities that allow students to build friendships and support networks with their peers. This is done through team-building exercises or group projects. Social-Emotional Learning (SEL) is an important part of our student's development. SEL activities are integrated into the program curriculum. This helps students develop self-awareness, manage emotions, and build positive relationships.

Adelanto Elementary School District utilizes our schools to provide easily accessible locations that are geographically located around the District to minimize transportation barriers. Transportation is available to families who may need this to access the programs.

Adelanto Elementary School District is committed to protecting our students and staff during individual, school, and district emergencies. Expanded Learning Opportunities program will follow each school site's Comprehensive School Safety Plan. All staff will be trained on safety protocols at the start of the school year. Emergency drills are conducted regularly at different intervals. Fire drills are practiced monthly, earthquake and lockdown drills are practiced quarterly by both the after-school program and the

regular educational program to ensure that all students and staff members are well practiced in our emergency procedures.

Students' attendance and participation in ELO-Program will be monitored daily. All participating students will be signed in by staff at the start of the program each day they attend. At the end of each day, all students must be signed out to a parent/guardian or approved adult over the age of 18 that has been named on their enrollment form in order to be dismissed from the program. Program schedules will include times and locations with assigned staff members and be referenced with classroom rosters so that staff has an exact location for every child while on campus. Staff will continuously monitor classroom rosters, conducting headcounts before and after each transition.

When addressing student injuries, staff will follow the established protocols outlined in the Comprehensive Safety Plan when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify the site administrator, Director of Expanded Learning Opportunities Program or Assistant Superintendent of Educational Services, the parent/guardian, and necessary support staff needed to assist the student. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space. Staff will contact the District Administration if they need additional contact information.

During the program, staff will be expected to always maintain a line of sight of all students. Students will be monitored by program staff when they need to leave a program location for reasons such as, but not limited to, restroom breaks, a parent pick-up, or change of activity. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures. In addition, program leaders will provide contact information to parents/guardians, site administrators, and district administrators to be reached during operating hours.

By prioritizing these aspects, Adelanto Elementary School District creates a program that feels safe, supportive, and accessible to all students.

2. Active and Engaged Learning

Adelanto Elementary School District's program offers active and engaging learning that complements, rather than replicates, the instructional day. All programs offered after school programs, intersession, and summer breaks have a focus on application and exploration. Hands-on learning is integrated in all programs. This type of lesson design allows students to apply classroom knowledge through projects, experiments, or simulations. This involves building, conducting science experiments or simulations, or creating. Students also need to make real-world connections to what they have learned. Taking the time to have students engaged in an activity such as utilizing math skills to help map out a garden or using scientific knowledge to help build a device run

by wind or solar power. Inquiry-based learning is an approach used in our programs to encourage students to ask questions, research topics, and solve problems independently or in small groups. This fosters critical thinking and fosters a love of learning.

All programs are meant to supplement meaning they provide additional support and resources for our students. With our programs, we provide additional enrichment opportunities for our students such as study trips, STEM activities, sports, art and dance that students do not get to experience in the regular school day. Students are also offered some level of choice in activities or projects to cater to the students' interest and keep them engaged.

The planning of educational enrichment activities will involve collecting data from students and families through a survey. The feedback from the data collection will be used to develop clubs and select enrichment opportunities for students.

Opportunities for students to work towards closing their identified learning gaps, and structured activities that provide additional academic support will be provided to students in small group by certificated or classified personnel using District approved supplemental intervention material. The planning for this strategic intervention will involve a collection of student assessment data which includes, but is not limited to, diagnostic data.

By providing these opportunities, our programs have become an extension of the classroom, sparking curiosity and fostering a love of lifelong learning.

3. Skill Building

The Adelanto Elementary School District Expanded Learning Programs cultivate youth voice and leadership by creating a space for expression. Students will have the opportunity to complete project-based learning, high interest activities, tutoring, homework time, 21st century skills (e.g., creativity, critical thinking, communication, citizenship, and collaboration) that will prepare them for college and career. Students are offered choice in the program's activities and projects. This empowers them to take ownership of their learning and advocate for their interests. Incorporating activities like public presentations or debates also provide a platform for students to share their voices with a wider audience.

Students are grouped into classes and activities according to grade level, ability level, and interests. All ELO-Program activities are intended to keep students motivated and actively engaged. Planned educational activities include, English Language Arts, Math, Art, Music, Dance, Sports, STEM, Coding, and other educational activities that students have identified as areas of interest.

4. Youth Voice and Leadership

The Adelanto Elementary School District Expanded Learning Opportunities program cultivate youth voice and leadership by creating a space for expression. Student-led discussions are facilitated on topics relevant to students' lives and interests. This allows them to practice expressing their ideas and perspectives in a safe environment. Students are offered choice in the program's activities and projects. This empowers them to take ownership of their learning and advocate for their interests. Incorporating activities like public presentations or debates also provide a platform for students to share their voices with a wider audience.

To build leadership skills, mentor students to take on leadership roles within the program. This could involve co-leading a group activity, mentoring younger students, or assisting instructors. In addition, designing projects that allow students to identify and address issues within their school or community provide a sense of connection and fosters a sense of agency and teaches them important advocacy skills.

5. Healthy Choices and Behaviors

Adelanto Elementary School District Expanded Learning Opportunities Program are a great opportunity to instill healthy habits in students. Both programs encourage physical activity. There are integrated movement breaks or short bursts of physical activity throughout the day. For example, dance breaks, stretches, or short walks. This helps students to stay energized and focused while reducing fatigue from sitting for long periods of time. Staff design lessons that incorporate movement whenever possible. This involves games, simulations, or hands-on projects that require students to be physically engaged. Study trips (field trips) have been planned to involve physical activity, visits to museums with interactive exhibits, or participating on sports.

To promote healthy eating, students are provided with breakfast, lunch, supper, and snacks show the importance of healthy nutritional choices and portions. Adelanto Elementary School District's Child Nutrition Services offers healthy and appealing meal options to students that involve a variety of fruits, vegetables, whole grains, and lean protein sources. All meals and snacks for free for all students.

By implementing these strategies, our Expanded Learning Opportunities programs create a culture of health and well-being, equipping our students with the knowledge and tools to make healthy choices throughout the day.

6. Diversity, Access, and Equity

The Adelanto Elementary School District's Expanded Learning Opportunities Program is a well-designed program that embrace cultural and linguistic diversity, ensuring all students feel welcome, supported, and empowered to learn. Through a variety of

activities, students develop a better understanding and appreciation of diverse cultures and their values. The materials selected for programs reflect the diverse backgrounds and experiences of our student population. Staff work to link activities to students' backgrounds, experiences, and knowledge. Program planning is also done through using a culturally sensitive lens. There is special attention to ensuring activities are inclusive of all students' and staff member beliefs. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the programs. Our students and staff will be given opportunities to share, from their diverse experiences and backgrounds incorporating visual and performing arts and video technology media, in addition to other teaching and learning modalities to support and express the diverse culture of Adelanto Elementary School District.

7. Quality Staff

Adelanto Elementary School District seeks out passionate and qualified staff with expertise in the program's focus area. Staff is currently employed certificated and classified staff or employed by our district partners which include, but is not limited to, after-school program vendors. All staff, are provided with ongoing training on engaging teaching methods, classroom management utilizing PBIS, and best practices for working with students. This equips our program to operate creating a positive and productive learning environment. It is an expectation that staff build in time for relationship building with students to help connect with the students they serve. This allows for staff to provide focused guidance and support when necessary. Adelanto Elementary School District strives to create a program where staff members are passionate and enthusiastic about their work. This positive energy can be contagious and inspire students to be more engaged. This also fosters trust and respect.

An ELO-P Coordinator conducts regular site visits on a daily basis and builds intentional relationships with after-school program vendors and school site staff. The Coordinator works closely with staff to ensure department goals and focuses are being delivered with fidelity and provides support as guided through the Expanded Learning Quality Standards. Site visits will provide technical support in the areas, but not limited to, quality standards, focus goals, staff, students, and parent support, educational partner guidance, etc. Throughout the year, the Coordinator will assist in providing support and additional resources on the implementation including professional development.

By implementing these strategies, Adelanto Elementary School District creates a program where students learn from and connect with quality staff who can serve as mentors, guides, and positive role models.

8. Clear Vision, Mission, and Purpose

Vision:

To foster a dynamic learning environment that inspires lifelong curiosity, cultivates critical thinking, and promotes the holistic development of every student through diverse and engaging learning experiences.

Mission:

In partnership with parents, the community, and the school district, we provide a high-quality Expanded Learning Opportunities Program that offers students meaningful hands-on experiences to explore their interests, develop leadership and life skills, and gain a competitive edge for future success.

Purpose:

The Adelanto Elementary School District, in partnership with community organizations, offers a comprehensive after-school program, intersession, and summer program that provides a safe, supportive, and enriching environment for all students. The program focuses on academic support, social-emotional development, and extracurricular activities to help students reach their full potential. Through various offerings like visual and performing arts, physical fitness, STEM, coding, eSports, and career-aligned project-based learning, we aim to engage and inspire students to become lifelong learners and active contributors to their community.

Our goal is to provide a stimulating and enriching learning experience for elementary and middle school students. We aim to foster academic growth, cultivate a love of learning, inspire creativity and curiosity through engaging activities, and promote social-emotional development through collaborative projects and a supportive community.

9. Collaborative Partnerships

Adelanto Elementary School District has created several collaborative partnerships to create a well-rounded program for our students. Two of our most important partnerships are with Action Youth America (AYA) who runs our ASES after school program and Millionaire Mind Kids (MMK).

Action Youth America (AYA) is a program offered in California that provides a mix of academic support and enrichment activities for elementary and middle school students. Their program offers a balance of academics and fun extracurricular activities. The aim of the program is to help students improve academic performance, develop social skills, and explore their interests. Activities include arts programs (visual arts, performing arts), sports, STEM, eSports, and other enrichment activities.

Millionaire Mind Kids empowers under-served youth through educational programs that spark curiosity, develop critical skills, and prepare them for future success through STEAM. The focus of this program is on Science, Technology, Engineering, Arts, and Math (STEAM) fields. Some of the examples include Robotics, coding, leadership, collaborating and writing. During program the staff provides academic support to help students improve their understanding of core subjects. This program

equips students with skills essential for success in the modern workforce, like critical thinking, problem-solving, and technological literacy.

Adelanto Elementary also seeks additional partnerships through study trips for example the Museum of Tolerance and assemblies put on by Mobile Ed Productions to provide other experiences that our students who do not get to have during the regular school day.

By creating collaborative partnerships, we are better equipped to promote continuous learning, exploration, and growth for all students.

10. Continuous Quality Improvement

Continuous Quality Improvement Goals

Goal 1: Increase student engagement and participation in programs offered

Measurable Objective: By the end of the program term, at least 75% of students will participate actively in at least 80% of the program activities. Data will be collected through attendance records and participation tracking sheets.

Goal 2: Improve student understanding of core content of reading, math, and science

Measurable Objective: By the end of the program, at least 75% of students will show increased performance levels in Reading, Mathematics, and Science. Data will be collected through annual CAASPP assessments and district Benchmarks.

Data will be analyzed at the end of each program term to assess progress towards goals. The data includes, but is not limited to, attendance, achievement data, participating students, and surveys.

Action Steps and Interventions:

1. Professional Development for Teachers and Partners: Providing teachers and collaborative partners with training on new teaching methods, instructional strategies, and best practices aligned with the plan's goals.
2. Supplemental Materials Revision: Updating supplemental materials to better reflect state standards and align with the district's focus areas.
3. Targeted Support Programs: Implementing programs to provide additional academic help or social-emotional support to at-risk students.

4. Parental Engagement Initiatives: Developing strategies to increase parental involvement in their children's education.

11. Program Management

The objective of the Adelanto Elementary School District program is to provide quality expanded learning opportunities to our families. Our team works collaboratively to support our students and our families in this endeavor. Our ELOP program is overseen by District Office Personnel and/or Summer Program by School Site Administrators. There is a Director of Academic Services who will supervise ELOP leads and the ELOP staff across all sites.

As we expand access to more students and build the program to include increased opportunities for social-emotional engagement and academic intervention, additional management will be required. This includes additional Coordinator of Expanded Learning Opportunities Program to plan, implement, supervise, oversee academic intervention programs.

General Questions

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

How will the ELO-P funding be used to create one comprehensive and universal Expanded Learning Program?

Programs that hold both grants (ASES and ELO-P) will use the ELO-P funding to grow our expanded learning opportunities. The expanded learning opportunities will meet the needs and interests of all students. The ELO-P funding will provide the program with the opportunity to serve more families in our school community. With the ASES grant, there is cap or limit as to how many families we can serve. The ELO-P funding will allow us to expand beyond that cap. Programs will operate for the same number of hours and provide the same learning opportunities for all unduplicated pupils. Our main goals as we expand the program with ELO-P are to focus on both school connectedness/social-emotional development, and to provide targeted academic support for students who are below grade level.

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]). What is 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?

Transitional Kindergarten (TK) and kindergarten students who attend ESS have separate groups and separate schedules with developmentally appropriate activities and projects for their age. This also allows us to ensure the required staffing ratios are achieved for this age level. We work collaboratively with our human resources department to recruit certificated staff for our program as well as partner with outside agencies to ensure that the appropriate staffing levels are provided to meet required ratios for every grade level.

Adelanto Elementary School District staff members participate in ongoing professional development in the areas of social-emotional learning, trauma informed practices, restorative practices, behavior management and youth voice and leadership. Staff members are also given the opportunity to attend trainings to enhance their engagement skills. Our staff work collaboratively to support one another and to continually build quality staff. To prepare staff to work with and support younger children we will provide ongoing professional development in the area of early childhood.

TK/Kinder schedules were developed to provide guidance and resources for a successful homework/enrichment rotation along with social-emotional learning, music and reading resources. Director of Academic Services works with staff to support the work being done in the TK-K classroom.

Sample Program Schedule

Transitional kindergarten students attend school for a full day program, and have access to the Adelanto Elementary School District program after school. The program is open from the end of the school day to 6:00 PM, inclusive of the school day during the school year, so all students including TK students have access to a minimum nine-hour day.

Regular Day After School (Example from One School Site)

- 2:25 PM - School is dismissed and students go to After School Program
- 2:25-3:15 PM Student sign-in and Supper
- 3:15-4:00 PM Homework Help/Academic Support
- 4:00-5:00 Activities
- 5:00-5:45 Clubs
- 5:45-6:00 Sign-out

During Intersession:

- 8:15 – 8:25 AM -Program Sign in
- 8:30-9:00 AM -Breakfast
- 9:00-10:30 AM-Academic Games
- 10:30 AM-12:00 PM- Activities
- 12:00 -12:45 PM- Lunch
- 12:45-2:00 PM- Clubs
- 2:00-3:00 PM- Themed Activities

3:00-4:00 PM- Supper
4:00-4:45 PM - eSports
4:45-5:00 PM-Snack
5:00-5:15 PM Sign out

Summer Enrichment Camp (Summer School)

7:30-8:00 AM- Breakfast
8:00 AM-12:00 PM Instructional Day with Certificated Teachers
12:00-12:30 PM- Lunch
12:30-1:00 PM- Transition/Outside Activity
1:00-2:00 PM- Activities
2:00-3:00 PM- Themed Activity
3:00 PM – Transition/Check-out bus riders
3:15-4:45 PM- Clubs
4:45-5:45 PM- Themed Activities
5:45-6:00 PM- Sign out from program

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day

offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 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 school sites 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 changes family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC Section 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 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.