

# EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



Prepared by:  
Expanded Learning Division

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

**Local Educational Agency (LEA) Name:**

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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. Growth Public Schools

## Purpose

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

## Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and

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

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

## Instructions

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

The program plan template guide is considered a living document that is periodically

reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

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

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative

response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

# Expanded Learning Opportunities Program Plan

## 1—Safe and Supportive Environment

**Describe how the program will provide opportunities for students to experience a safe and a supportive environment. Include if the program will be offered on the school site 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 Extended Learning Opportunities Program offered at our school site strives to create a safe and supportive environment for our students, an environment that provides for all student needs including, but not limited to, developmental age appropriate needs, social emotional needs, and physical needs of our students. Student safety and well-being are the highest priorities and efforts are ongoing to implement and update best practices in collaboration with Growth Public Schools safety agencies.

A safe and supportive after school program at the school site has offered the space for students to build upon their peer-to-peer connections and relationships, to enhance their social skills. Connections are encouraged to build networks of positivity and to increase feelings of safety. The after school program provides social emotional learning to promote social skills and help build relationships with adult role models.

Safety procedures are highly important to our program(s), and are maintained and frequently reviewed. A few required training and procedures include: mandated reporting, CPR training and First Aid certifications in order to be employed by the program. All staff are highly aware of the exit paths and emergency procedures. They walk through these protocols during their training.

Drop off and pick up procedures are also in place in order to best support safety protocol. Parents are to call or text the direct program phone line in order to announce the arrival of their student before school hours. A staff member greets them at the door to let them inside the building and walks them to their designated program room. After school hours, parents/guardians are also required to text or call the program number in order to pick up their child. Students are only allowed to be released with authorized adults, identified through emergency contact forms during enrollment. Student attendance is tracked using an online software called airtable, which allows the staff to put the date and time for all students that are attending the program.

When addressing student injuries, staff will follow established protocols. The reporting and handling of the injury depends on the severity. If it is a surface level scratch, a minor fall, etc., we provide an “Ouch Slip” that details the injury and the care that was provided (icepack, band-aid, calm down area, etc.). This slip is taken home to parents. If it is an injury where a student took a hard fall, received a scrape that covers a greater surface of the skin, a cut that has excess blood, etc. an incident report is written up that details the injury, witnesses to the injury, what care was provided, and the next steps that were involved. Staff that is trained in first aid handle these injuries and provide care for the injured student. Head injuries result in a call home within the

first five minutes of the incident.

Students are frequently monitored while they are present at the program. All staff will be expected to maintain a line of sight of all students. Students are continuously monitored by staff when they need to leave the program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff are all equipped with two-way radios to ensure prompt communication as part of emergency and staff procedures. In addition, the provided program contact phone number is given to all participating families in order to have direct contact with the program supervisor.

## **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 Expanded Program learning staff will make it a priority to maintain strong and frequent communication with school administrators and teachers in order to identify the material students learn during the school day or need to expand for the summer. ELO-P components are aligned to school-wide goals and initiatives, curriculum, and evidence-based practices. This information is utilized to plan for structured activities and academic support.

The development of educational and enriching activities involves student and family input where they are able to share about their interests, which helps program staff to choose different engaging activities and projects for students to complete.

Social emotional and academic learning activities combined with STEAM projects and homework support enhance academic achievement. Connections between program leaders and their classmates who they normally may not typically interact with during the school day are valuable in enriching the lives of the students.

All students will have the opportunity to enroll for this program; during the recruitment and enrollment phase, families and students will be informed about the program and the enrichment that will be offered and available. Unduplicated students will have priority enrollment, and other students, if they are unable to participate due to capacity limitations, a waitlist will be established to ensure students are given a chance to enroll in the program when space becomes available.

## **3—Skill Building**

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

The GPS ELO-P program provides opportunities for students to experience skill building through the educational and literary elements incorporated in the program, which align

with current curriculum students work with during the regular instructional day. The program will offer extension activities that provide content through engaging and educational activities that connect to the community in real world ways.

The planned program activities are based on the school site needs as well as student and community needs which address educational enrichment opportunities. Participating students will have the opportunity to experience, learn, and benefit from the world around them. By participating in this program, students are expected to boost academic performance, promote physical and mental health, and continue to participate in building and bettering the safe and structured environment. The goal is that students will develop positive behaviors and habits related to their academic and social emotional successes.

#### **4—Youth Voice and Leadership**

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

The ELO-P program at Growth Public Schools is offered to students in all grade levels, and by the 24-25 school year will serve TK-8th grade students. All students are divided into age/grade level groups that are led by an adult staff member. Student input is foundational to the program design. Students are allowed open communication for feedback and requests about different after school activities.

Students are on a journey of self-discovery and it is our goal to foster that through the inclusive and authentic approaches to our building the EDMO community that prepares them for the outside world. The SEL program and STEAM curriculum allow for opportunity to be curious and creative where the students are in control of what they make and their input.

#### **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.**

The ELO-P healthy choices and behaviors follow with the expectations and behaviors aligned with the Growth Public Schools wellness program including moderate to vigorous physical activity, nutrition education, social emotional learning, and healthy eating habits. Our school site program encourages healthy and balanced food choices, and highly encourages physical activity with lots of free play time outside to help students grow, learn, and thrive.

Students are encouraged to bring their own afternoon snacks from home; however, supper is available for all students, and provided for students who do not have snacks or would like extra snacks. Supper menus are available to all students through the school lunch program, and the menu is posted for student and parent information. The suppers provided are balanced to ensure the food and beverages meet the required nutritional standards.

Time is built into the schedule daily so that students are participating in physical activity

daily. Physical activities are available during their schedule time so that students can improve their motor skills, cooperation, and sportsmanship.

## **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 program we partner for our ELO-P program, EDMO, has three core values of inclusivity, authenticity and connection. It is their goal to create intentional and safe spaces where all people feel a sense of belonging. To ensure they are providing equitable care, they are constantly creating and reworking their program so that it is available and accessible to all students, regardless of learning style or background. In working towards their second value of authenticity, EDMO encourages students to embrace progress while encouraging both kids and team members to lean into curiosity and creativity. There is a high purpose placed on creating those safe spaces so all community members can show up to the program as their authentic selves. Throughout the program, EDMO staff creates opportunities for students and staff to collaborate in a multitude of ways while focusing on empathy, resilience, and integrity. They encourage students to work towards understanding their own impact on the world as well as the impact of others in their community and in the world.

In creating the EDMO program, they use a multi-layered approach so that students of all learning styles can access and develop difficult skills, while also focusing on the social and emotional skills. It is important to EDMO that they partner with organizations that provide equitable access to kids across the socioeconomic spectrum.

## **7—Quality Staff**

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

Program staff are highly trained in all aspects of the ELOP program. Staff spend the first two days being given information about the structure of the program, how grouping works for students, and are provided their schedule of breakdowns for the day (snack, recess, academic time/SEL, and enrichment). They then spend a week shadowing instructors and sitting in on how to engage with their students, building relationships, and understanding and seeing the schedule being put into practice. It is important that they use this week to have the kids become familiar with the new staff addition so that when the instructor is alone with their group, bonds have already been established, trust has started to grow, etc. During the first week, new staff begin to prepare lessons for the following week, establishing their expectations with their group, and getting supplies ready for curriculum and academics.

There are different staff positions and job descriptions to ensure a high quality program.

The **Site Director** is responsible for overseeing all things pertaining to their assigned

comprehensive program. The site director is expected to participate in pre-season training, and in-season program management, staff coaching, and student and parent interactions. The site director manages every aspect of the day to day operations of the program.

The **Site Assistant** is expected to train on every program role including Director. Site Assistants are responsible for filling in wherever they are needed. When they are not subbing for a staff role, they will assist the Site Director with operational oversight pertaining to our school site with a focus on coaching and mentoring other site staff.

The **Instructors** are responsible for teaching all curriculum for students in their program. They train on all EDMO Science, Maker, and Technology curriculum. Instructors are prepared for personal and professional growth, and classroom management practice. Each day, instructors will support students with their academics from the regular school day by providing engaging enrichment activities, and facilitating physical activity periods aligned with EDMO's company philosophy from existing outlines and practices.

## **8—Clear Vision, Mission, and Purpose**

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

The ELO-P program engages in a community educational partnership with Camp EDMO. The vision and mission for EDMO directly align with the mission and vision of Growth Public Schools.

#### GPS Mission:

*Our mission is to be a diverse, connected learner-driven community that prepares students-emotionally, socially, academically-to blaze their own paths in a changing world.*

#### GPS Vision

*We envision a school system where people come first. As we strive to learn and grow as humans, we believe we will, in turn, develop a better world.*

#### EDMO Mission

*We provide equitable access to out-of-school learning opportunities designed to help every person cultivate a sense of self, own their impact, and show up in the world with curiosity, courage, and kindness.*

#### EDMO Vision

*We envision a more connected world where all people feel confident on their journey towards self-discovery and cultivate a deep sense of responsibility.*

## **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.**

In developing the ELO-P program plan, we collected input from our educational partners such as parents, community partners, school leadership and staff, and our students.



Our primary collaborative partner is EDMO STEAM and SEL After School Program and Summer Camp. The partnership between EDMO and GPS works together to:

- fully implement the program plan
- maximize current resources and work closely with those who can provide additional resources
- jointly manage the work at the site
- determine means to continuously improve
- share accountability among partners
- explore how the partnership can serve as an advocate for the families and students

Each year, a Memorandum of Understanding (MOU) is created to define roles and expectations, organization, indemnification and insurance, and other terms of agreement between EDMO and GPS.

A collaborative-based approach to the development and implementation of programs is used, building upon the available resources. This approach respects the strengths of parents, youth, and collaborative partners as key educational partners in the ELO-P program plan. Utilizing surveys, input will be gathered throughout the year from different partners.

The ELO-P program will collaborate with school site leaders to ensure that there is an integrated partnership between the school site and the ELOP/ASES programs. Potential community partners will continuously be engaged in order to sustain and expand the offering of services provided for students in the program. Partnerships will be developed with formalized and clearly articulated written agreements and are maintained through ongoing meetings and other forms of communication.

## **10—Continuous Quality Improvement**

### **Describe the program’s Continuous Quality Improvement plan.**

The ELO-P will continue to utilize the established quality improvement approach implemented through the current ASES program. School and community needs will be identified through review and analysis of information and data sets from various sources, including community need assessments, state testing results, and the ongoing program self-assessment.

- Assessing the quality of the program by collecting data through various methods

EDMO does quarterly reviews where staff set goals for themselves and site leaders. The site assistant goes through each group to observe how the program is running and if they are meeting the goals/improvement in classroom/emotional management, etc.

Continuous improvement includes data and information provided by all partners including: students, parents, staff, teachers, and school site staff.

## **11—Program Management**

### **Describe the plan for program management.**

The budget supports the overall purpose of the program by funding expenditures that are necessary for the operation of a quality program including:

**-Personnel-** The Site Director is responsible for overall program oversight, coordination with community partners, continuous quality improvement, program assessment, program development opportunities, providing training and technical assistance to participating schools, ensuring compliance with local, state, and federal requirements, information collection, and reporting progress and outcomes to partners.

**-Site Instructors:**

- Participating in any program training, professional development, or in season meetings
- Managing all aspects of daily operations for your site
- Training, and managing a team Instructors
- Managing host location relationships and specifications
- Providing high caliber customer service by anticipating and addressing any kid, staff or parent challenges and/or concerns
- Communicating with parents as needed, to make sure they are up to date on what their kids are experiencing at your program
- Ensuring all staff, children, and parents are safe and have a positive experience in our program - this includes diligently following all EDMO Covid-19 guidelines and restrictions
- Setting up and packing up your program, making sure that all needed materials are received and that anything necessary is returned at the program's closure
- Exhibiting the EDMO Vibe and demonstrating through actions and words each of the social emotional learning (SEL) skills of empathy, responsibility, initiative, collaboration, problem solving and emotion management, while also reinforcing these qualities in staff and kids

## **General Questions**

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

**ASES, 21<sup>st</sup> 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.**

Growth Public School is not an ASES or 21st CCLC grantee.

### **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?**

The Transitional Kindergarten and Kindergarten programs will be maintained with a California Department of Education

staff at a 10:1 student to staff ratio. The curriculum will reflect early childhood education and will include literacy enrichment and educational enrichment activities.

### 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.

<u>AM Schedule Everyday</u>	
<u>6:15-6:30</u>	Arrive and prep area as needed
6:30-7:00	Calm activities, soft music, free choice
7:00-7:30	Activity, yoga/stretches, wake up/good morning songs
7:30-8:00	Clean up, grab belongings, affirmations, planned activity (themed), brain teaser, expectations
8:00-8:30	Breakfast, stay as needed, supervise
8:30-8:45	Gather items to return to storage

<u>PM Schedule Mon./Tues./Thurs./Fri.</u>			
<b>TK and Kinder</b>		<b>1st-6th</b>	
2:30-2:40	Pick up kids, check in with teachers	3:15-3:35	Snack
2:40-2:55	Snack in cafeteria	3:35-4:00	Physical Activity
2:55-3:15	Physical Activity	4:00-5:00	Academic Time
3:15-3:20	Expectations/Afternoon Circle	5:00-6:00	Enrichment Curriculum
3:20-3:45	Indoor Free Choice		
3:45-4:05	Academic Time		
4:05-4:20	Brain Break / Second Snack		

4:20-5:00	Curriculum	
5:00-6:00	Free Choice	

<u>PM Schedule Wednesday</u>			
TK and Kinder		1st-6th	
1:30-1:40	Pick up kids, check in with teachers	2:30-2:45	Snack
1:40-2:00	Snack in cafeteria	2:45-3:30	Physical Activity
2:00-2:30	Physical Activity	3:30-4:00	SEL / Team Time
2:30-3:00	Indoor Free Choice	4:00-5:00	Academic
3:00-3:20	Academic time, expectations, school skills	5:00-6:00	Enrichment
3:20-3:40	SEL/Afternoon Meeting + Check in		
3:40-4:00	Brain Break / Second Snack		
4:00-4:20	Instructor Game Time		
4:20-5:00	Curriculum		
5:00-6:00	Free Choice, Music, Crafts, Games		

### Example Summer Day Schedule

	9:15-9:30	9:30-10:15	10:15-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-2:50
<b>Junior - Pink</b>												
<b>Leiani</b>	AM Rally	Enrich	Snack B15	Team Time	Enrich	Lunch B30	Quiet Time	Enrich	Game Time	Team Time B15@1:30	Enrich	Closing Circle
<b>Prime - Green</b>	9:15-9:30	9:30-10:45	10:45-11:00	11:00-12:00	12:00-12:30	12:30-1:30	1:30-2:30	2:30-2:50				
<b>Jackson Maker</b>	AM Rally	Game Time	Snack B15	Enrichment	Lunch B30	Team Time Caf B15@1pm	Enrichment	PM Rally				
<b>Grace Tech</b>	AM Rally	Game Time	Snack B15	Enrichment	Lunch B30	Team Time Office B15@1:15pm	Enrichment	PM Rally				
<b>Max - Orange</b>	9:15-9:30	9:30-10:45	10:45-11:00	11:00-12:00	12:00-12:30	12:30-1:30	1:30-2:30	2:30-2:50				
<b>Cindy Maker</b>	AM Rally	Enrichment	Snack B15	Game Time	Lunch B30	Enrichment	Team Time B15@2pm	PM Rally				
<b>Cynthia Tech</b>	AM Rally	Enrichment	Snack B15	Game Time	Lunch B30	Enrichment	Team Time B15@2:15	PM Rally				
<b>LIT</b>	9:15-9:30	9:30-10:45	10:45-11:00	11:00-12:00	12:00-12:30	12:30-1:30	1:30-2:30	2:30-2:50				
Vivian	AM Rally	Max Maker B15 @10:00	Snack Cafeteria	Prime Maker	Lunch COVERAGE	Max Maker B30@1:00pm	Prime Maker B15	PM Rally				
<b>Pro - Blue</b>	9:15-9:30	9:30-10:30	10:45-11:00	11:00-11:15	11:15-12:00	12:00-12:30	12:30-1:00	1:00-2:30	2:30-2:50			
<b>Chris</b>	AM Huddle	Enrich	Snack B15	Real Time	Enrich	Lunch B30	Hang Time B15@12:45	Enrich	PM Huddle			
<b>Violet</b>	AM Huddle	Enrich B15	Snack	Real Time	Enrich B30	Lunch COVERAGE	Hang Time	Enrich	PM Huddle B15@2:30			

**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.

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### **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

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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.