

# 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)

<b>Name of Local Educational Agency or Equivalent:</b>	Agnes J. Johnson Charter School
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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. Agnes J. Johnson Charter 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.

Agnes J. Johnson Charter School (“AJJCS”) is proud to host 30 days of Intersession and an After-School Program from the first day of school to the last day of school to provide a safe and supportive environment to the students on site. AJJCS is committed to student and staff safety training and practice during the school day and after school. Before the start of the school year, the After School Program (“ASP”) staff participates in two full-day professional development sessions where they review the procedures and protocols for student and staff safety. This includes the review of the Charter School’s Comprehensive School Safety Plan which includes emergency disaster drills including fire, earthquake, and intruder. This includes a detailed description of the procedures for each emergency drill, a school site map of emergency routes, locations of emergency supplies, and grade level rosters. The ASP staff receive their lanyard, name tags, whistles, first aid fanny packs, walkie talkies, and clipboards. The ASP Site Coordinator and staff are also trained in the location of water, power, and gas shut-off valves, student health concerns and care, and the intercom/alarm system to be used in case of emergency. In addition, the staff completes mandated training including mandated reporting, sexual harassment prevention, use of technology, and bloodborne pathogens. In alignment with the regular instructional day, the ASP program conducts emergency safety drills on a quarterly basis. After each emergency safety drill, the ASP staff debriefs the success or areas for improvement for the next safety drill.

The daily protocols are the most important safety structures for the ASP staff to master. This includes ensuring the staff appropriately checks in the students, taking accurate attendance, supervises the students, ensures the physical, social, emotional, and developmental safety of the student, and ensures that only a parent/guardian or approved adult picks up the student with the appropriate identification.

AJJCS' ASP addresses the developmental, social-emotional, and physical needs of students in the following ways. The program itself is set up to focus on the students’ developmental needs with 60 minutes of developmentally and academically appropriate tutoring/homework in reading or math after a nutritious snack, then 45 minutes of enrichment activities to address the students’ social-emotional needs, and finally, 45 minutes of physical activities to focus on the physical needs of students.

## 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 research AJJCS used to guide the planning of educational literacy and educational enrichment activities that align the regular school day to the high-quality after-school program which will enhance the academic performance achievement and positive youth development is grit perseverance. In order to prepare students for academic and personal success, AJJCS operates as a focused learning environment aligned to California curriculum standards. This research based strategy aligns the critical educational and literacy elements to the tutoring and homework assistance period. The research-based curricula used for the enrichment elements are based on the California Frameworks for Visual and Performing Arts, Physical Education, and Science. The strategies used are focused on grit perseverance (supplemental, online reading and math programs) and Project Based Learning which encourages hands-on activities, collaboration and communication with peers, and focusing on student choice.

The planned program activities which include drama, art or music, financial literacy, science experiments and projects, social emotional learning (CASEL approved curriculum), and community service will provide positive youth

development opportunities. Students in the ASP will develop hands-on projects to share at Back to School Night and the Flower Show.

### **3—Skill Building**

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

The educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement and overall student success by improving Renaissance STAR reading and math benchmark scores in grades K-8, SBAC ELA and Math scores in grades 3-8, and CAST scores in grades 5 and 8. The educational literacy elements of the ASP were designed to ensure that the tutoring or homework assistance is purposeful and meaningful to students. Tutoring is provided to the students based on their Renaissance STAR benchmark scores in Reading and Math. The reasoning behind this decision is to focus on the remedial skills to close the achievement gap.

Homework Assistance is provided every day to the students who were not identified for tutoring as previously described. All of the homework is based on State Standards aligned curriculum. Most of the homework assigned at AJJCS is in language arts and math, especially in the lower grades, but support is provided in history and science as well. At the beginning of the homework assistance period, the ASP staff meet with their students to review their homework. During homework assistance, the ASP staff rotate around the classroom, answering questions, providing encouragement, explaining the instructions, and monitoring the completion of the homework. All students at ASP are expected to read for 30 minutes daily as part of their homework, so every student has homework, every day, even on Friday. At the end of the period, the ASP staff sign off on the student's homework log and write any pertinent comments so that the parents know how their child worked and what homework is completed or remaining upon sign out.

The educational enrichment elements are also providing opportunities to students who are educationally disadvantaged based on community need by providing them with hands-on activities as previously discussed like art or music, science experiments and projects, social emotional learning (CASEL approved curriculum), and community service. On Wednesdays, the last period of the day is called Club Meetings which is the students' favorite activity. Club meetings are when the students meet in their clubs. The students have expressed interest in a gaming club, robotics club, poetry club, mural club, fairy garden club, superhero club, and service club. If there is a special activity planned like field trips or awards assemblies, those occur on early release days or during Intersession.

### **4—Youth Voice and Leadership**

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

Youth Voice and Leadership is important to the success of the AJJCS ASP. Annually, the Charter School sends out an LCAP survey to parents, students and staff to collect feedback about the instructional program and the ASP. This feedback is used to determine professional development needs and plans for the enrichment activities. The students in the ASP can share concerns with their ASP Staff Member or their parent/guardian can share concerns with the ASP Staff Member or ASP Site Coordinator. All students can choose their enrichment activities and clubs on a rotating basis based on their interest. There is also an annual meeting for the parents/guardians to discuss and review the program.

## 5—Healthy Choices and Behaviors

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

The types of healthy practices and program activities that are aligned with the Charter School’s Wellness Plan are health education, physical education, nutrition, and a safe and healthy school environment. The ASP provides physical activities daily. The students in the ASP receive a daily nutritious snack and daily physical activity. The nutritious snacks met or exceed the requirements for the USDA snack program and the California Nutritional Guidelines. Three examples of the snacks include: 1.) Yogurt, Whole Grain Crackers, Juice; 2.) Nutri Grain Bar, Milk; and 3.) Cereal Bar, Raisins, 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.

AJCS and AJCS’ ASP is committed to promoting diversity, equity, and inclusion in a variety of activities offered during the instructional day and in the ELO-P program. The ASP will highlight activities and opportunities to create a culture of community and connection.

AJCS’ ASP ELO-P criteria targets students who are identified as English Learners, Foster Youth, Homeless Youth, and students who are socioeconomically disadvantaged in grades TK-6, but AJCS’ ASP is open to all students who wish to attend in grades TK-8. The ASP Site Coordinator attends Parent Advisory Council meetings, Orientation, Back to School Night, Open House, and other events. The ASP Site Coordinator is available to answer questions to parents/guardians. Flyers and informational materials also go home via email and hard copy. In order to reach out to parents/guardians of students with disabilities, the Charter School will discuss overcoming barriers as a team as well as making appropriate accommodations for parents/guardians who may themselves need them.

## 7—Quality Staff

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

The ASP Site Coordinator and staff are employees of AJCS. All employees are screened for DOJ compliance along with TB clearance. ASP employees operating at the level of instructional aide need to fulfill the following requirements:

- High School Diploma or the equivalent AND one of the following:
- Two years of college (48 units: including a minimum of 6 Math and 6 English units) OR
- AA degree or higher OR
- Pass the Basic Skills Test in Reading, Writing, and Math

These requirements are screened and records are maintained by AJCS.

ASP staff are recruited through HCOE, local postings of job availabilities, and word of mouth. The teachers who serve as tutors are paid extra hours for tutoring after-school. We are proud of our employees’ level of commitment to our students. The ASP is and has been an important part of the AJCS culture. The ASP is locally-driven, in-house, and vital to the academic and personal success of the students. The parents, guardians, students, teachers, staff, administrators, and community members have developed the ELO-P to provide a safe, constructive alternative to being unsupervised, unengaged, and missing academic, enrichment, and physical opportunities. Specifically, the Parent Advisory Council reviews quarterly academic progress, attendance, and activity participation of the students in the ASP.

AJCS provides professional development to the staff for two days before school begins and monthly for an hour

throughout the school year. Professional development includes procedures and protocols: Comprehensive School Safety Plan, First Aid/CPR (general first aid and First Aid/CPR certification), mandated training, daily protocols, attendance taking, early release, youth development, classroom management, social emotional learning, and other enrichment topics. Monthly staff meetings address current topics and include trainings as needed.

## 8—Clear Vision, Mission, and Purpose

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

The ELO-P will mirror the Charter School's mission, vision, and core values.

### Mission

Agnes J. Johnson Charter School educates students in grades TK-12 in Southern Humboldt County in an inclusive community supported by families and educators using innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility.

### Vision

Agnes J. Johnson Charter School will develop productive, self-sufficient citizens capable of self-expression, effective communication, problem solving, and critical thinking who will succeed in our constantly changing world.

### Core Values

AJCS will make a great school in Southern Humboldt by focusing on the following Core Values:

Environment

Hands-On

Sustainability

Mindfulness

Service Learning

Life-long Learning

## 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.

Collaborative partners who are involved in the process to plan, implement, and update the ELO-P are the AJCS Board of Directors, Executive Director, Educational Consultant, ASP Site Coordinator, ASP Staff, teachers, and parents/guardians. Additionally, the Parent Advisory Council reviews quarterly academic progress, attendance, and activity participation of the students in the ASP. Community collaborative partners are the food bank, community service members, health clinics, police department, fire departments, and the Humboldt County Office of Education. AJCS collaborates with community partners quarterly.

The ASP Site Coordinator meets weekly with the Executive Director. The ASP Site Coordinator meets with the staff informally daily and formally every month. The ASP Site Coordinator is on site daily and addresses issues as they arise, meeting with students and parents/guardians as needed. Formally, the students, parents/guardians, staff, and teachers receive an LCAP survey annually, and the parents/guardians of the ASP receive a survey quarterly.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

In order to follow the CQI process and assess, plan, and improve, the AJJCS ASP program will:

1. Review the LCAP Surveys (June-August)
2. Create a CQI Plan along with educational partners; Determine 1-2 focus standards (September-October)
3. Provide monthly evidence of each of the CQI standards (September-June)
4. Complete a narrative summary update in November, February, and May
5. Provide an LCAP Survey to all educational partners (May-June)
6. Reflect and score programs in all CQI areas (June)

The overall program is evaluated by the Executive Director, Teachers, and ASP Site Coordinator as to its effectiveness. Modifications are made to the program when needed and revisions to the plan are made each year when appropriate.

## 11—Program Management

Describe the plan for program management.

Funding is primarily used for staffing. First to ensure that the identified students have tutors; and second to ensure that all students have the correct number of ASP staff to maintain the appropriate student to staff ratio. Remaining funds are used to purchase supplies to run the program and to bring in enrichment programs for the students.

**Executive Director:** Meets weekly with site ASP Site Coordinator to plan program and give updates. Classroom walk-throughs assist staff with classroom management techniques and school policies and procedures. Communication through email, phone call, or meetings.

**Site Coordinator:** Oversees program including attendance, trainings, staffing, communication, and all program areas. Plans site program, works with ED and staff to coordinate daily schedules, communications, and student behavior. Attends parent meetings. Communication through email, phone, or meetings.

**Staff:** Responsible for homework support for students in grades TK-8. Plans and oversees enrichment and recreation activities, provides snack for students, monitors free play, provides lesson plans and feedback to ASP Site Coordinator and parents. Meets daily with ASP Site Coordinator and parents. Communication via email, phone, two-way radio, or face-to-face meetings.

**Office Manager:** Handles budget, purchase orders, and supply orders for site coordinator. Monthly meetings and emails.

**Teachers:** Provide feedback on student work, student concerns, daily routines, and after-school tutoring. Monthly meetings, emails, daily check-ins.

The process and time frame for periodic review of the program plan is as follows:

- Annual Collaborative Review of ASP Plan – ELO-P Plan is posted online – reviewed by the Charter School, Executive Director, Board, ASP Site Coordinator, staff, parents/guardians, and teachers.
- Annual and Ongoing Review of ELO-P Plan – reviewed by Executive Director and Site Coordinator reviewing quarterly educational partner surveys
- Monthly Site Coordinator Meetings – site coordinator and Executive Director review and update site program plans



- Describe the system in place to address the following program administration requirements:

The Executive Director oversees and manages the operating budget for the ELO-P with the back office service provider and reviews the site's budget and financial activity report. Budget compliance is monitored monthly to ensure that all monies are spent properly and timely. All financial activity is reported to CDE by the district Accounting Analyst in compliance with grant requirements. The Executive Director oversees the fiscal accounting and reporting, prepares and submits the data for attendance reporting, and the Annual Outcome-Based Data Report.

Attendance is taken at the beginning of the ASP by each assigned grade level staff member. This data in the ELO-P file cabinet in the Charter School office to compile attendance data for CDE reports. Sign in and Sign out sheets are housed in the Charter School office. Parents/guardians 'sign out' their children daily. Attendance is managed at the site level and overseen by the Office Manager. Attendance is reviewed on a daily basis at the site level, and monthly by the Executive Director. Sign in and Sign out records are maintained at the site for five years.

## 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.

Not Applicable.

### 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 ASP will serve transitional kindergarten and kindergarten students and shall maintain a student and staff member ratio of no more than 10 to 1. The proposed schedule during the school year is as follows:

1:00-2:30	Nap, Rest, and Reading
2:30-3:00	Dramatic Play
3:00-3:15	Snack
3:15-4:00	Reading and Math Hands-On Activities
4:00-4:45	Physical Activity and Games
4:45-5:30	Enrichment Activity and Games

It should be noted that AJJCS is a frontier school and is only required to provide 8 hours per day.

The plan for recruiting has already been discussed, and the professional development for staff will take place prior to the start of the school year. Staff will review the developmental levels for TK and K students during monthly professional development sessions. The program will be developmentally-informed by specifically purchasing curriculum and instructional materials that are developed at this younger age group.

### 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.

Please see sample ELO-P Program Schedules for Instructional Day TK/K and grades 1-8 and for Intersession/Summer School TK/K and grades 1-8:

Instructional Day - TK/K  
8:30 - 1:00 Instructional Day

1:00-2:30 Nap, Rest, and Reading  
2:30-3:00 Dramatic Play  
3:00-3:15 Snack  
3:15-4:00 Reading and Math Hands-On Activities  
4:00-4:45 Physical Activity and Games  
4:45-5:30 Enrichment Activity and Games

It should be noted that AJJCS is a frontier school and is only required to provide 8 hours per day.

#### Instructional Day - 1-8

8:30 - 3:00 Instructional Day  
3:00-3:15 Snack  
3:15-4:00 Reading and Math Hands-On Activities  
4:00-4:45 Physical Activity and Games  
4:45-5:30 Enrichment Activity and Games

It should be noted that AJJCS is a frontier school and is only required to provide 8 hours per day.

#### Intercession Day - TK/K

8:30 Morning Assembly  
9:00 Reading Rainbow  
9:30 Math Madness  
10:00 Free Play  
10:15 Art  
11:05 STEAM  
12:00 Lunch  
12:45 Afternoon Assembly  
1:00 Nap/Reading/Rest  
2:30 Dramatic Play  
3:00 Free Play  
4:30 Last Dismissal

It should be noted that AJJCS is a frontier school and is only required to provide 8 hours per day.

#### Intercession Day - 1-8

8:30 Morning Assembly  
9:00 Reading Rainbow  
9:30 Math Madness  
10:00 Free Play  
10:15 Art  
11:05 STEAM  
12:00 Lunch  
12:45 Afternoon Assembly  
1:00 Dance  
2:00 Drama  
3:00 Free Play  
4:30 Last Dismissal

It should be noted that AJJCS is a frontier school and is only required to provide 8 hours per day.

**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.