

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

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

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

1. Descanso Elementary School
2. Campo Elementary School
3. Potrero Elementary School
4. Clover Flat Elementary School
5. Camp Lockett Middle School
6. Pine Valley Middle School
7. Mountain Empire High 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.

The Expanded Learning programs strive to create a safe and supportive environment that provides for the developmental, socio-emotional, and physical needs of the students. Mountain Empire School District will utilize a system for tracking student enrollment and attendance through CitySpan and AERIES to ensure that eligible students are able to participate in ELO- Programs and full time ASES. Procedures will be in place to ensure that students are always accounted for.

Safety procedures will include, but are not limited to, mandated reporting, suicide ideation, threat assessment, effective supervision, inappropriate touching, and Youth Mental Health First Aid Training. During this training, staff members learn about common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. Additionally, district administration is available to support the after-school programs and can be called upon for assistance or guidance. In cases when district administrators are not available, the Sheriff's Department will be contacted for consultation or support.

MEUSD is committed to protecting our students and staff during individual, school, and district emergencies. After school programs will be included in each school's safety plan and staff will be trained on safety protocols prior to the start of the school year. Drills are done on a monthly basis to ensure all students and staff members are well practiced in our emergency procedures. All of the same procedures and protocols will be used and practiced by both the after school programs and the regular educational programs to ensure consistency. Emergency drills are conducted regularly at different intervals. Fire drills are practiced monthly, earthquake and lockdown drills are practiced quarterly (twice a year) helps ensure that students know what to do in a dangerous situation.

Students will be signed in at the start of their program each day that they attend. All students must be signed out to a parent/guardian or approved adult over the age of 18 on their enrollment form, in order to be dismissed from the program. The after-school program schedule will include times and locations with assigned staff and will 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 established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district nurse, site administration, district administration, and paramedics. 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 have access to the districts and department's enrollment database to find additional contact information, if needed. Staff will document any minor or major injury for parents, emergency, and district administrators.

During the program, all staff will be expected to always maintain line of sight of all students. Students will be monitored by program staff when they need to leave program location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures. In addition, Site Leads will provide contact information, such as a google voice number to families, site administration and district administration to be reached during intersession programs, such as summer programs when there is limited staffing on site.

For the elementary site programs, students will have access to the program at their community school location to allow for personal transportation. For the program located at the Mountain Empire High School campus for the middle and high school students, students will be provided transportation by district school buses or vans. MEUSD drivers are fully licensed and remain up to date in all safety training. MEUSD district buses and vans are inspected daily before each route as well as annually by the California Highway Patrol.

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 Learning Program staff will make it a priority to maintain weekly communication with school administrators in efforts to identify the material students learn during the school day or need to expand for the summer, this information is then utilized to plan for structured activities and additional academic support. Academic support provides students with small group or one-on-one support for those who have higher academic needs or simply require more time to complete their school work or close the learning gap.

The planning of educational enrichment activities will involve a collection of student, family, and site data that will drive the selection of educational enrichment activities. Student and family interest data will be collected through a google survey and/or feedback focus group where students and families will be able to select an interested club or activity. An initial survey was administered at the beginning of the ELO program planning to support in identifying the educational enrichment focuses for the year. Additionally, community partnerships will be included to support the enrichment opportunities available for students in the Expanded Learning Opportunities programs. Programs that focus on computer science, STEM, physical education will be identified and supported through the Expanded Learning programs at all levels/sites. Students will be given feedback surveys to monitor the implementation and continuation of program use at the end of year school year and intersession program.

Once the programs have been identified, all students will have the opportunity to enroll within a set enrollment period. The recruitment and enrollment phase will ensure that all students and families are informed about the programs being offered on sites and will give an equal opportunity for all students to be able to self-select and participate in the enrollment process. If students are unable to participate due to capacity, a waitlist will be established to ensure students are given a chance to enroll in a program when available.

3—Skill Building

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

The Expanded Learning Program's educational and literacy element includes tutoring and homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday. There will be an educational enrichment component of fine arts, physical fitness, and prevention activities that reinforce and complement the school's academic program.

Under the direction and scope of the Director of Educational Services and the Expanded Learning Opportunities Program Coordinator TOSA, an annual review of the ELOP/ASES program will be conducted with the site Principals. The ELOP TOSA will review the program with ELOP/ASES staff in addition to professional development and training.

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

ELA, Music/Art, STEM Activities, physical activities, college and career exploration, and other educational activities that students have identified as areas of interest.

4—Youth Voice and Leadership

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

The ELOP/ASES programs consist of a TK-6th grade program at each elementary site with all grade levels the students are divided into smaller groups led by an adult staff member. Student input is critical to program design. Students will be provided multiple opportunities to provide input and feedback via surveys and focus groups and will be used to determine enrichment program selection and after school activities.. All students are given opportunities to develop their leadership skills through their participation in group projects. Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after-school. The enrichment offerings will be aligned to the feedback gathered by the students within each grade level span. Additionally, the district will establish partnerships with educational organizations who provide services in the areas that are sought after.

In addition, the ELOP TOSA and site principals will coordinate professional learning for ELOP/ASES staff on strategies for small group instruction, transition strategies, and opportunities for student voice and choice.

Students transitioning into the middle school or high school will be offered opportunities to participate in Expanded Learning programs during the summer intersession.

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.

Students learn about how to live a healthy lifestyle. Our program educates our students on what it means to eat a balanced nutritional meal. Students are taught to make healthier choices when it pertains to their diet and they are taught the importance of exercise. Students have the opportunity to participate in a wide variety of physical activities during expanded learning hours. At no cost to program participants, all students will be provided with a healthy snack. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

Additionally, programs and partnerships will be reviewed to offer students a variety of physical and outdoor options. A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. TK-12th grade students will have the opportunity to participate in a physical fitness club program. These physical fitness components will also include a nutrition emphasis. This could include, but is not limited to discussions, lessons, and promoting of healthy snacks.

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 MEUSD Expanded Learning Program will actively recruit and hire staff that reflects the community of the students we serve, including the community partnerships will connect with. Through a variety of activities, students develop a better understanding and appreciation of diverse cultures and their values. Staff will work to link activities to students' backgrounds, experiences, and knowledge. Program planning is also done through a culturally sensitive lens. There is special attention to ensuring activities are inclusive of all students' and staff members' beliefs. Enrichment opportunities, guided by students themselves, will embrace the diversity and rich cultural heritage students and their families bring to the expanded learning program. Our students and staff will be given opportunities to share, from their diverse experiences and backgrounds.

7—Quality Staff

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

The MEUSD Human Resources Department in coordination with the ELOP coordinator and Education Services department, work to appropriately screen candidates based on a district-developed and Board approved job description for all ASES/ASSETS/ELOP program positions. Candidate applications are screened to see if minimum qualifications are met. Candidates must meet the minimum educational requirements. Candidates may show proof that they have graduated from high school or equivalency, and successfully pass the Paraeducator test. Candidates are also asked to participate in a Qualifying Interview Session. If a candidate is selected and offered a position, they must be fingerprint screened before the candidate can begin working with students. Additionally, initial and ongoing training will be provided to support the staff in educational, behavior management, strategies for working with English Learners, and students with disabilities, and must complete Mandated Reporting Training annually.

ELOP Coordinator will conduct regular site visits on a weekly basis and build intentional relationships with site administration, staff, parents, and students. Program Administration will work closely with Site Leadership (Site Leads) to ensure department goals and focuses are being delivered with fidelity and provide 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, Site Leads will attend monthly meetings with ELOP Coordinator where they will be introduced to new program goals, curriculum training, and/or resources. Site Leads will then take the information back to their school sites and inform their team at their staff meetings. ELOP Coordinator will work in coordination with site administration, Department of Education and Instructional Services, and SDCOE ASES/ASSETS to provide support and additional resources on implementation of staff professional development, including but not limited to online professional development throughout the year.

8—Clear Vision, Mission, and Purpose

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

The MEUSD ELOP/ASES vision is to provide a high-quality, safe and supportive environment that provides social emotional support, helps with educational needs and also offers fun and enriching activities in collaboration with our community to support all students enrolled in Mountain Empire Unified. The MEUSD Expanded Learning Opportunity Program will provide a safe learning environment where student leadership and students' voice are valued and appreciated. Students will be given academic support to allow them to succeed at their highest potential. Students

will have an opportunity to participate in an enriching visual and performing arts programs, physical fitness and health programs will focus on developing the physical skills needed to participate and excel in a variety of sports. We will offer STEM programs that will allow our students to evolve from consumers of technology to creators. They will participate in career aligned hands-on activities to sharpen their design thinking process to prepare them for their future.

The ELOP program will engage all educational partners including: (students, parents, staff, and community) by ensuring that its vision and mission go hand in hand and are reflected in the program goals and objectives based on educational partners input collected. The program will monitor progress towards its goals regularly and will continue to collaborate with all educational partners in the process of reviewing and modifying any currently or additional goals. In addition, progress and outcomes related to program goals will be shared out to educational partners.

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 ELOP program plan, we solicited input from our stakeholders such as parents, community partners, district leadership, district staff, county offices of education, non-profit organizations, District Summer Learning Network, local businesses, and our students. The ELOP program will collaborate with school site leaders to ensure that there is an integrated partnership between the school site and the ELOP/ASES programs. We will continue to engage potential community partnerships to sustain and expand the offering of services we are providing for our students in the ELOP/ASES programs. We will develop collaborative partnerships that are formalized and clearly articulated through written agreements and are maintained through ongoing meetings and other systems of communication. We will meet regularly with our partners to design our program and establish goals based on the needs of our students.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

A variety of measures of student success are monitored including school attendance, student achievement data and perception survey data, which is collected from site principals, participating students, parents, instructional day teachers, and program staff. Measures are coherent with the school day and align with the goals of the program due to the ongoing collaboration and communication on the regular school day. Surveys will be administered annually. Information gathered from the surveys will allow for program improvements that align our ELOP program to better meet the needs of our stakeholders and state priorities. To provide continuity between instructional day and the ELOP/ASES programs, the ELOP program will rely on the ELOP Coordinator Teacher on Special Assignment (TOSA) to bridge between the ELOP program and the day program, providing improved communication, training, and coherence between the school day and the extended/enrichment programming available through ELOP. All of the programming offered through Expanded Learning services act as an extension of the school day.

11—Program Management

Describe the plan for program management.

Program operations are overseen by District Office Personnel and the Site Principals. There is a Director of Education and Instructional Services and an ELOP Coordinator TOSA who will supervise ELOP/ASES Leads and the ELOP staff across all sites.

- *The Director of Education and Instructional Services is responsible for program evaluation and grant compliance.
- *The Director of Education and Instructional Services, ELOP Coordinator TOSA ,and Site Principals are responsible for program oversight and staff supervision.
- *ELOP Lead is responsible for on-site program administration.
- * ELOP Leads and staff implement academic support and enrichment programming.
- *ELOP Coordinator TOSA will be responsible to align between the ELOP afterschool program with that of the regular school day. The ELOP Coordinator TOSA will work with district staff and the site administrators to support improvements within the program.
- *The Director of Education and Instructional Services will work with the district's business department and will be responsible for maintaining budgets and fiscal reporting.

MEUSD will create and annually update manuals that address fiscal management, personnel policies, and program operation.

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.

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. The ELO-P funds will be used to combine with our ASES program, creating enrichment activities from various educational partners throughout the school year, who are both enrolled will have the opportunity to sign-up for enrichment programs offered throughout the school year. For intersession and summer ELO-P programs, students who are both enrolled or not enrolled in ASES will have the opportunity to sign-up for the enrichment programs offered.

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 staffed with certificated teachers and paraeducators at each elementary school site. The TK/K program will maintain the pupil-to-staff ratio by a 2:20 ratio in ASES and ELO-P programs.

Curriculum adopted and/or created for our TK/K program 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.

Sample School Day Schedule
6:30-9:05 Before School Programs & Drop Off
9:05 - 9:15 Breakfast
9:15 - 9:30 Handwashing & Morning Routines
9:30-10:00 Circle Time
10:00 - 10:20 Phonics
10:20-10:35 Recess

10:35 - 11:15 Math
11:15 - 11:45 Lunch & Recess
11:45 - 12:20 Reading
12:20 - 12:45 Social Studies/Science
12:45 - 1:20 Writing
1:20-1:50 Electives (Art, PE, Music)
1:50 - 2:20 ELD
2:20 - 2:50 Second Step SEL
2:50 - 3:10 Centers/Rotations
3:10 - 3:25 Clean Up & Transition to ELOP/ASES
3:25 - 3:55 After School Program: Snack & Recess
3:55 - 4:40 Academic Support: Homework, Learning Games, Small Group Intervention, Reading Time
4:40 - 5:40 Enrichment
5:40 - 6:20 Choice Time
6:20 - 6:30 Clean Up & Dismissal

Sample Summer/Intersession Schedule

6:30-8:30 Before School Programs & Drop Off
8:30 - 8:50 Breakfast & Morning Meeting
8:50 - 9:50 STEMSoul Enrichment
9:50-10:00 Movement & Bathroom Break
10:00 - 10:45 Codelicious Scratch Coding & Computer Science
10:45 - 10:55 Movement & Bathroom Break
10:55 - 11:55 Choice Time
11:45 - 12:20 Lunch & Recess
12:20 - 12:30 Clean Up & Transition to ELOP
12:30 - 1:20 Lego Robotics Enrichment
1:20-3:20 Pine Valley Dance & Play Enrichment
3:20 - 3:50 Snack & Recess
3:50 - 4:50 Arts Attack Enrichment
4:50 - 5:50 Choice Time
5:50 - 6:20 Learning Games & Read Aloud
6:20 - 6:30 Clean Up & Dismissal

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

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.