

**Expanded Learning Opportunities  
Program Plan- BUSD**

**EXPANDED LEARNING OPPORTUNITIES**



**Expanded Learning Opportunities  
Program Plan Guide**

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

**Local Educational Agency (LEA) Name: Berkeley 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	Oxford	10	Longfellow Middle School
2	BAM	11	King Middle School
3	Rosa Parks	12	Willard Middle School
4	Cragmont	13	John Muir
5	Sylvia Mendez	14	Ruth Acty
6	Thousand Oaks		
7	Washington		
8	Malcolm X		
9	Emerson		

**Purpose**

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

**Definitions**

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1.

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

## **Instructions**

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

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

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

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

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

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

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

# Expanded Learning Opportunities Program Plan Guide

## 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.*

Berkeley Unified School District (BUSD) Expanded Learning Opportunities Program (ELO-P) will be operating at most elementary sites. All BUSD unduplicated students in grades TK-6 will have access to programs at BUSD school sites. BUSD operates safe and supportive school sites and the safety and well-being of all students is the highest priority and efforts are ongoing to implement and update best practices. All BUSD programs will adhere to established protocols.

A safe and supportive program on a BUSD school site has the ability for students to build upon their peer-to-peer relationships and enhance their social skills. Frequency and proximity for those who may come from various backgrounds allow for increased familiarity, which, combined with engaging and enriching activities, helps to build a network of positivity and feelings of safety. All extended learning programs provide social-emotional learning to promote social skills and help build relationships with adult role models.

Students will be signed in at the start of their program each day that they attend. Parents/guardians will be required to sign out their students from any ELO-P or extended learning program to ensure that the student is being released to the appropriate adult who is authorized through documentation completed upon registration.

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, a school 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 secure while accessible for staff if needed in an office or designated space. 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 active supervision 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/guardian pick-up. Staff will have the means to communicate with one another to ensure prompt communication as part of emergency and safety procedures.

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. Berkeley Unified School District will utilize a system for tracking student enrollment and attendance through Infinite Campus and Educlimber to ensure that eligible students are able to participate in ELO-P Programs and full-time LEARNS. Procedures will be in place to ensure that students are always accounted for.

## **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.*

BUSD ELO-P components are aligned with district initiatives, curriculum, and evidence-based practices. The program design is a braided program, incorporating the structures of ELO-P, LEARNS, and 21st Century programs into a unified and cohesive approach to expanded learning opportunities for students. Therefore, the BUSD model for ELO-P will include multiple learning opportunities intended to be responsive to student needs in multiple formats throughout the year. The program design will prioritize active, meaningful, and engaging learning methods that promote collaboration and a growth mindset.

The programming will be complementary to the academic school day, but not a duplication. Some facets of the program that highlight this are:

- 1:1 Academic Tutoring
- Athletic and Artistic Enrichments
- Social-Emotional programming
- Equitable access supports

On instructional days, daily homework support and tutoring will be incorporated to provide assistance to students in learning grade-level content and developing academic skills. The ELO-P program will integrate homework support as part of the base programming. Enrichment opportunities will also be integrated

Intersession programs will follow similar designs to the instructional day ELO-P program model, balancing academic intervention and support needs with enrichment opportunities. These structures will take multiple format designs based on the timing during the academic year, the purpose of the program, and the expected outcomes on the specific intersession segment.

Students who attend TK-6 across BUSD will have access to support in the summer via our new ELOP Summer program. This programming will occur at the 3 school sites where there is academic Summer school, directly following the Summer school day.

Components included in the LEARNS summer Program include:

### **1. Academic Support**

The academic component supports academic success by creating links to classroom learning by offering academic support, small group or individual tutoring, and mentoring. The program staff is in continual communication with the classroom teachers to stay

informed of students' academic challenges and strengths, which enables the staff to provide appropriate academic activities.

## 2. Enrichment Opportunities

The enrichment component offers both traditional and non-traditional activities designed to build knowledge and enhance creative expression. These opportunities are offered by program staff and contracted specialists. The range of classes include: Visual and Performing Arts, Music, Life skills, STEAM, and many more. Multiple sessions are offered per year. While participating in these components, students have the opportunity to sharpen and/or learn skills and discover new ways to express themselves. We have found that when children are offered the chance to excel in enrichment activities, their self-esteem and confidence soars, which leads to academic success.

## 3. Recreational Activities

We encourage personal growth through competitive and non-competitive sports by building teamwork and a healthy competitive spirit, developing relationships, and having fun.

## 4. Community Building

Berkeley ELOP programs instill a sense of community among the students that foster pride in their program, school, and community. Building intentional communities, with a focus on serving the social-emotional needs of our students. Some of the related activities include community circles, leadership programs, Be The Change team and community building activities, community service projects, and restorative justice models. In addition, the programs serve as a resource to families and the community. The programs encourage and value all forms of parent/guardian involvement and offer multiple opportunities for parents/guardians to engage in their children's education.

## 5. Accessible programming for all

In order to best facilitate the inclusion of all unduplicated students in BUSD, Instructional Aides are being included for students who have that support during the school day., and need the support in the extended day program as well.

## **3—Skill Building**

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

Research findings indicate that students who participate in high-quality afterschool programming demonstrate improvement in specific skills, including self-efficacy and work habits, which are attributed to such participation. Gains are significantly greater among the student population identified as those in the unduplicated students count - English learners, foster youth, and students who qualify for free/reduced lunch.

BUSD will provide experiences beyond the classroom by allowing students to explore and experience new things. These enrichment opportunities will allow students to

experience real world activities that can connect them to the community while still being educational and engaging. Enrichment components are generated through educational partner feedback via listening sessions and surveys. All activities will be age and grade-level appropriate. Participating students will have the opportunity to participate, learn, and benefit from the world around them.

The ELO-Program incorporates students in transitional kindergarten (TK) through sixth grade. As a result, various levels of development must be accounted for within programmatic offerings. Academic support will include homework help sessions that provide assistance and skill building in current academic content for each grade level and intervention need. Materials purchased for the program will be intended for use within each grade span, incorporating the appropriate levels of hands-on manipulatives and/or technology integration to improve skills in multiple ways that are aligned to the developmental needs of the participating students.

Students will have the opportunities to build skills in both academics via staff support as well as tutoring. In relation to skills outside of academics, students will have choice to participate in and develop skills in the following areas:

- Arts
- Crafts
- Athletics
- STEM
- Socio-Emotional Learning

#### **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 development are essential components to the BUSD ELO-P plan and play an integral role in the development and implementation of the program. Efforts surrounding diversity, equity, and inclusion within the instructional portion of the school year will extend into ELO-P offerings, providing student opportunities that are accessible to all students. Accessibility is a key aspect in providing youth voice within the program, allowing the diverse perspectives of participating students to drive ELO-P offerings and support needs. Through student surveys and focus groups, program staff will gauge student interests, and design future projects and opportunities accordingly. Staff will continually encourage and engage participants in discussions around program design, topics they wish to explore and learn more about, and the quality of their learning and social experiences in the ELO-P program. In addition, staff will support students with developing leadership while having opportunities to express their voice creatively via the aforementioned, emphasizing capacity building to co-run their own enrichments for their peers, and cross-age tutoring.

Through self-assessment as well as peer and teacher feedback, students gain a deeper understanding of their progress and can plan for future learning, and are able to make frequent adjustments along the way.

## **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.*

Healthy choices and behaviors will be a focal point in both the instructional day and intercession time periods throughout the year. Students participating in instructional day activities will also participate in physical activities incorporated into the daily program. The goal of these activities is to provide time for students to engage in moderate-to-vigorous physical activities as part of developing healthy skills in developmentally appropriate and accessible ways. Structured activities will be incorporated into programming to ensure that students have access to physical activity options. Unstructured or free play times will also be incorporated in developmentally appropriate ways, encouraging healthy and physical activity in appropriate play area settings while encouraging creativity and skill development. In all cases, students will be monitored closely during outdoor physical activity periods.

Other health and wellness-related activities will be incorporated and students will 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 variety of physical activities during expanded learning hours. At no cost to program participants, all students will be provided with a healthy snack.

Meals and Snacks are sourced every day by the BUSD Nutrition Services Department. Every snack is vegetarian-friendly. If a student has allergic reactions to certain foods, we ask that parents notify the staff of those allergies by indicating them on the emergency card and completing an allergy form. If children need more food than the program provides, please send additional healthy (no candy or soda) snacks with your child. Every program welcomes donations of healthy snacks.

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.

## **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.*

Equity and access in a supportive and inclusive environment is a priority to BUSD. Program staff will be mindful of any potential barriers for student success and will maintain open communication with families and school staff to ensure any concerns are addressed. Understanding the highly diverse community of the Berkeley community and school district is essential to valuing individual differences and celebrating our many cultures.

BUSD ELO-P program will actively recruit and hire staff that reflects the community of the students we serve, including the community partnerships that we 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. Our students and staff will be given opportunities to share their diverse experiences and backgrounds. and rich cultural heritage and provide a platform to bring these experiences to all students and staff.

As part of these efforts, programs will incorporate culturally and linguistically responsive practices. Cultural celebrations, incorporation of multiple languages and cultures, and integration of multiple perspectives and needs of our students and families will be a part of ELO-P offerings throughout the year. Feedback and interest surveys will help to develop and adjust program offerings to better meet this goal in an effort to have all students connect.

All students are invited and encouraged to apply, with an emphasis on recruiting students who are emergent Bilingual, as well as kids with IEPs. Through coordination with BUSD's EL Achievement office as well as the Special Education Department, accommodations will be put in place while a student is in the ELO-P program, if a student has a need that necessitates accommodations during the regular academic school day. We also work to ensure they are included in our expanded learning programming.

## **7—Quality Staff**

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

BUSD, together with the Personnel Commission, will recruit and retain high-quality staff for the district's Expanded learning programs. Staff will be focused on creating positive learning environments for students, embracing lifelong learning, and attending ongoing professional development opportunities. BUSD will consistently monitor and evaluate program staff and educational partners to ensure students engage with high-quality staff members in all ELO-P offerings. Staff participating in program offerings will support students in programs incorporating strategies and systems that are successful in similar school settings while providing programmatic offerings. Staff will be assigned to roles that correspond to their qualifications. Recruitment for ELO-P staff will be ongoing throughout the year, with initial efforts starting immediately to ensure that programs are staffed appropriately. In BUSD, all expanded learning programs are staffed by BUSD

employees, who have access to ongoing professional development opportunities and support from designated BUSD administrators.

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

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

BUSD's ELO-P program offerings will provide a balance of program offerings to meet the needs of the whole child. Students participating in ELO-P will be provided experiences in academic intervention, enrichment, community connection, social-emotional learning, leadership, and healthy living in an effort to support and enhance their overall school experience. All students are welcome to participate in ELO-P offerings, bringing their unique perspectives to share a part of improving academic performance, further developing skills in a variety of areas, and creating a community of collaboration and learning.

BUSD ELO-P Programs will support children in reaching their full potential by providing academic support, recreational activities, and enrichment classes in a safe and structured environment. Located at the school sites, we strengthen the link between the schools and families and strive to provide a seamless day. By working directly with teachers, staff, families, and school-based programs we are better able to advance student 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.*

The BUSD ELO-P plan will focus on intentionally cultivating and supporting collaborative relationships among educational partners to achieve shared goals. In developing the ELO-P program plan, we solicited feedback from educational 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 ELO-P/LEARNS programs. We will continue to engage potential community partnerships to sustain and expand the offerings of services we are providing for our students. We will develop collaborative partnerships that are formalized and clearly articulated through contracts/MOUs 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.

We have established partnerships with outside organizations, Maxim and Elevo, that will provide support for staffing needs and enrichment activities and ensure we can provide quality programming for our students.

We plan to coordinate with UC Berkeley to have College students provide academic tutoring for all students in our programs. In addition, we are working with local CBOs to provide additional enrichment opportunities, such as Art, Dance, and Swimming.

## **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 will be 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. Surveys will be administered annually. Information gathered from the surveys will allow for program improvements that align with our ELO-P program to better meet the needs of our educational partners and state priorities.

We utilize [this linked observation tool](#) with all staff in our program in order to facilitate self-reflection. In addition, all team members engage in the Expanded Learning CQI processes as well as Communities of Practice to work together on improving identified areas of growth.

## **11—Program Management**

*Describe the plan for program management.*

Program operations are overseen by the Director of the Categorical and Special Projects, the Extended Learning Supervisor, and the After School Program Supervisor. All 3 administrators collaborate regularly to ensure both planning, implementation, and ongoing program monitoring occur. As a team, they are responsible for the administration and management of the program. They will collaborate with community partners, regularly visit and observe program offerings, and will consult with district and site administrators in monitoring the implementation of the program.

## **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.*

ELOP is working in tandem with ASES-funded programming. We have our LEARNS program, which has operated in BUSD for a long time. Traditionally, LEARNS serves students during the school year. To build upon the success of LEARNS and provide additional support for our unduplicated students, we are offering LEARNS staffed

program this summer in BUSD. This summer program will be ELOP funded, built upon existing capacity to meet the needs of our students on non-school days.

In addition, we are partnering with the organizations ELEVO and MAXIM. Maxim provides Instructional Aides for students who have that IA support during the school day related to their IEPS. ELEVO is an organization that provides coaches to work in tandem with the existing programs, to provide supplemental enrichment for students.

### **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. The ratio of 10:1 is being maintained through a combination of: LEARNS staff, ELEVO staff, and MAXIM Instructional Aides. Through careful recruitment and retention, the ratio will be maintained. One of the managers of the ELO program also oversees the ECE program in Berkeley. There will be cross-program collaboration.

### **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 note: actual times vary across elementary sites

School Day Schedule:

Item	Time
TK or K classroom learning time	8:00am-1:20pm
LEARNS Programming	1:20pm-6:00pm

Intercession/Summer Schedule:

Option A:

Item	Time
TK or K classroom Summer learning time	8:00am-12:00pm
LEARNS Programming	12:00pm-6:00pm

Option B:

Item	Time
TK or K classroom Summer learning time	8:00am-12:00pm
LEARNS Programming	9:00am-6:00pm

**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 non school days, 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 child care 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 was 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.