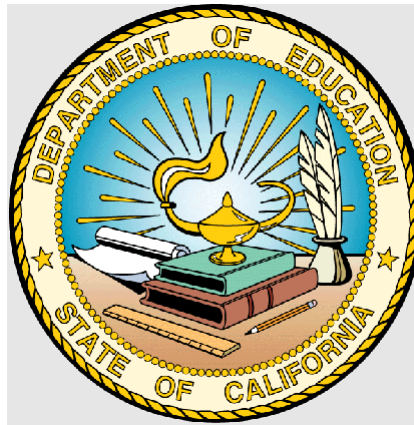


City Language Immersion Charter

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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



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

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

Local Educational Agency (LEA) Name: City Language Immersion Charter

Contact Name: Kate O'Brien, Chief of Schools

Contact Email: kobrien@newlosangeles.org

Contact Phone: (323) 737-3013

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

Not applicable

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])

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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>.

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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.

City Language Immersion Charter's (CLIC) expanded learning opportunity program (ELOP) will serve as an onsite extended school day and extended school year program. The ELOP will supplement the instructional day as described throughout this plan.

Creating a safe and supportive environment is vital to providing a quality expanded learning program. The after-school program will align to and serve to expand the current 21st Century before and after-school academic and social enrichment program. CLIC will research various online student information systems including PowerSchool, to track ELOP enrollment, attendance, participation and ensure that all eligible students are able to participate in ELOP in combination with 21st Century. Procedures will be in place to ensure students are accounted for.

CLIC will maintain a safe and supportive environment by implementing safety procedures that will include mandated reporting, threat assessment, effective supervision, suicide ideation, child abuse prevention, CPR/First Aid Certification, acceptable technology use training and background checks for all employees/staff. Training for staff and after-school providers will be covered at the beginning of the year professional development and throughout the year as needed. Staff and service providers will be provided with badges, lanyards or apparel that make them identifiable to students, staff, and parents. The principal and Program Site Leader will communicate with parents on an ongoing basis to keep them informed of updates, program offerings, and schedules.

CLIC has adopted Positive Behavioral Interventions and Support (PBIS) which outlines behavior expectations and procedures for all students. The PBIS framework has been implemented to improve systems and practices that influence and affect student outcomes while improving school culture and decreasing discipline rates. A component of PBIS is explicitly teaching, acknowledging, and rewarding appropriate student behavior. This will be carried through to the ELOP to help cultivate a safe and supportive environment for students. The ELOP reinforces the same expectations for students while they are in the program, and participants are recognized for making positive choices. The ELOP will adopt and implement the same behavior expectations that students follow during regular school hours.

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Our school continues to implement and expand its Multi-tiered System of Supports (MTSS). MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

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.

CLIC will provide opportunities for students to experience active and engaged learning that supports and/or supplements the instructional day. Students will have access to enrichment activities that will incorporate Project-based Learning (PBL), Social-emotional learning, inquiry-based instruction in science, hands-on educational activities, arts, and music integration in addition to physical activity through dance, fitness, and/or intramural sports. Enrichment activities will access student's prior academic knowledge to introduce new concepts, address gaps in learning, encourage effort and promote positive recognition.

3—Skill Building

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

CLIC has partnered with Think Together to provide opportunities for students to experience skill building through structured, engaging, and hands-on experiential learning experiences bridging the opportunity gap for our students.

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Key components of our ELOP include:

- Engaging and relevant content
- Inquiry-based, project-based, and experiential learning opportunities
- Continuous Quality Improvement through the CQI process
- English Language Development support for English Learners
- English Language Arts (literacy, reading) for all students
- Spanish Language Arts (literacy, reading) for all students
- STEAM integration
- Math and Science support for all students
- Social-emotional Learning: integration of Second Step and PBIS
- Integration of Arts and Music (Young Musician Foundation)
- Physical Fitness through activities, dance, and intramural sports

CLIC will provide students with a range of activities that will contribute to their academic achievement and overall success. We plan to offer clubs and field trips that students would otherwise not have access to during the instructional day.

High dosage evidence-based tutoring services will be provided as part of the academic intervention led by certificated and classified staff as well as in partnership with Think Together; in addition to clubs and activities that spark student interest. Academic support will be scaffolded and targeted to the student's identified learning needs and will be grade specific in various content areas.

4—Youth Voice and Leadership

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

Our ELOP will provide opportunities for students to engage in youth voice and leadership. Students will be surveyed to solicit input and feedback on programming selection, encouraging participation, and in responsible roles supporting the program. Students will be involved in the ongoing design of the ELOP, providing a balance of activities that are reflective of their interest and needs.

Planning of educational enrichment activities will consist of compiling and reviewing student and schoolwide data that will be used to inform the selection of these activities. Student data will be collected from surveys, and feedback from students with the selection of clubs and/or activities. Beyond these initial surveys, our students are surveyed as part of the MTSS/PBIS framework, and the engagement process in the development of the school's annual Local Control and Accountability Plan (LCAP).

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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.

CLIC will provide opportunities for students to engage in healthy choices and behaviors by incorporating social-emotional learning and physical activities into daily programming. According to the CDC, physical activity has numerous health benefits including reducing anxiety, improving academic performance through improved attention and memory, cardiometabolic health, bone strength, brain health (reducing the risk of depression), improved blood pressure and aerobic fitness, reduces risk of several chronic diseases including type 2 diabetes and obesity, and helps regulate and maintain healthy body weight. Students will be exposed to a variety of physical activities as part of the ELOP.

CLIC's Assistant Principal will lead the PBIS team and schoolwide PBIS initiative, ensuring student SEL and mental health needs are met including the following:

- Niroga Mindfulness Program
- Second Step SEL Curriculum implementation
- Restorative Justice/Practices Training
- Counseling services: HER Healing
- Responsive Classroom
- PBIS Incentives

CLIC's program provides an opportunities for students to engage in healthy choices and behaviors based on The CLIC Values:

- Commitment
- Communication
- Creativity
- Empathy
- Hard Work
- Integrity
- Perseverance
- Resilience
- Respect
- Responsibility

Students will receive meals and/or snacks that are provided daily and meet the nutrition standards and requirements established by the U.S. Department of Agriculture (USDA) and in accordance with EC 8482.3(d) during the hours of programing.

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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.

CLIC has designed the ELOP to provide equal opportunity for all students and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

CLIC's ELOP has been designed to address cultural and linguistic diversity; and the school's environment promotes diversity, access, and equity. CLIC is a Diverse by Design school and developing and nurturing a diverse student population is one of the three core values of our school. Embedded in our educational program are celebrations of students' cultural and unique backgrounds through annual cultural celebration, Festival de las Americas, and other performances and activities that celebrate family/students' backgrounds. We will continue to develop multi-year equity plans to address diversity, equity, and inclusion across all programs; and will seek partnerships with community-based organizations that support our program.

CLIC is a dual-immersion (Spanish/English) program that values multi-lingual students and families as one of our core values. CLIC's ELOP will include opportunities for learning and experiencing activities in both languages and staff will provide strong models for both languages.

At CLIC, the ELOP is open to all students in grades TK-5 including Students with Disabilities (SWD), English Learners (EL), and any other students who may have the potential barriers to participate. The ELOP will work in conjunction with 21st Century to offer our students the broadest form of enrollment.

ELOP funding will be used to expand our 21st Century program to serve additional students and meet ELOP requirements. CLIC staff will communicate with families; and conduct additional outreach to low-income families (including homeless and foster youth), that may benefit from having their child in the ELOP. Communication made to parents will be available and translated to Spanish when 15% of the students enrolled speak a language other than English. Ongoing communication with parents is vital to ensure student participation, engagement, and success of our program.

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The ELOP will have the flexibility to offer programs and serve students on a drop-in basis; and participation will be optional. Both 21st Century and the ELOP give priority to low-income, foster youth and homeless youth.

CLIC's ELOP team comprised of the Principal, Special Education Director, Director of Organizational Operations, Chief of Schools, Assistant Principal, and Think Together Site Director will meet on a bi-weekly basis (or as needed) to design, plan, monitor, and ensure the learning needs of students including Students with Disabilities and English Learners are met. The Director of Special Education will communicate and/or provide training for Think Together staff on providing accommodations and/or modifications to ensure participation of SWD.

To meet the needs of English Learners (EL), staff will be trained on ELD, GLAD strategies including the use of visuals and realia, and oracy, to strengthen English language acquisition and proficiency. Think Together staff will also be provided with training on evidence-based instructional strategies for English Learners. Training will include implementation of effective strategies to support EL and program activity plans that will incorporate intentional use of EL supports.

7—Quality Staff

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

CLIC recruits and retains quality employees through a competitive application process, ongoing training, and conducts evaluations. CLIC staff undergo a rigorous vetting process and participate in extensive professional learning, observations, and coaching cycles throughout the school year. The principal will lead bi-weekly (or as needed) ELOP leadership meetings with the Assistant Principal, Special Education Director, Chief of Schools, Director of Organizational Operations and the Think Together Site Director and work closely to ensure quality services are provided by quality staff.

CLIC will provide training for ELOP staff including Think Together staff during the summer and during the school year as needed. Think Together also provides training directly for their staff throughout the year. Training will include but will not be limited to:

- Supporting language and learning needs of English Learners
- Supporting learning needs of students with disabilities (SWD)
- Classroom Management, Behavior Management
- PBIS, Community Circles and Restorative Practices
- Social-emotional learning

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- Supporting the learning needs of TK/K students
- Emergency preparedness – School Safety Plan
- CPR, First Aid, Sexual Harassment
- Cultural diversity, equity, and inclusion
- Orientation: attendance, dismissal, etc.

8—Clear Vision, Mission, and Purpose

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

City Language Immersion Charter’s Expanded Learning Opportunities Program mission is aligned with our overall mission pillars which include academic excellence, diversity and community. Our program provides students with a safe environment that includes enriching learning opportunities that support the academic, social-emotional, and physical fitness needs of our students. The ELOP will provide students with opportunities to develop 21st century skills and provide academic enrichment to further reduce achievement gaps and improve academic outcomes. We hold all students to high expectations, while providing them with a supportive community and immersive project-based learning experience that sparks their curiosity and deeper thinking about meaningful real-world problems.

The program will engage educational partners to ensure the program’s vision, mission and purpose are met through the use of evidence-based practices, data-driven decision-making and a high level of engagement and participation.

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.

Our collaborative partners include Young Musician Foundation (YMF), School Nutrition Plus, Her Healing, and Think Together. CLIC will continue to establish new partnerships to work in collaboration and support of the school’s 21st Century and ELOP program.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

CLIC will implement the components outlined in CDE’s [Guidance for developing and](#)

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[implementing a data-driven quality improvement process for Expanded Learning Programs.](#)

The principal will lead ELOP leadership meetings with the Assistant Principal, Special Education Director, Chief of Schools, Director of Organizational Operations, and the Think Together Site Director on a bi-weekly basis (or as needed).

CLIC's leadership team will analyze multiple types of student achievement data including:

- i-Ready Reading & Math: 3 times/year
- IRLA/ENIL Reading Assessments (English and Spanish): 3 times/year
- CGI Math Assessments
- On Demand Writing
- IAB's ELA & Math
- CAASPP: ELA & Math
- ELPAC (Summative)
- Student school climate surveys
- Caregiver surveys

American Reading Company's Independent Reading Level Assessment (IRLA) and the Spanish version ENIL are formative assessments that provide real-time actionable data about what students know and can do. They support teachers to identify the skills needed to accelerate growth and then deliver instruction to student in the ideal sequence and timing.

Student achievement data will be used to inform the types and frequency of academic intervention offerings, student groupings and enrichment offerings, with the primary goal of improving student outcomes, and narrowing achievement gaps.

11—Program Management

Describe the plan for program management.

Program management will be overseen and led by CLIC's Principal. The ELOP leadership team comprised of the school's Principal, Assistant Principal, Special Education Director, Think Together Site Director, Chief of Schools and Director of Organizational Operations will meet on a bi-weekly basis (or as needed) for the planning and implementation of the ELOP Program. This team will identify programmatic needs, staffing, scheduling to ensure effective implementation of the ELOP Program.

Principal: manages the summer school principal and sets up the work for the summer ELOP program that will provide academic support/enrichment for the ELOP. Works with teachers to design the program/curriculum. Analyzes data with teachers to identify student needs for the program. The principal will lead bi-monthly ELOP leadership meetings.

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Assistant Principal: is the liaison with Think Together for after school program, intersession, and summer school enrichment for the ELOP. In addition, the Assistant Principal supports the Think Together Site Director to ensure continuity with the in-school program and support any major discipline issues that arise during the after-school program.

Special Education Director: will ensure Students with Disabilities (SWD) are able to participate in the ELOP; and will also provide professional development for staff and Think Together program leaders to support the learning needs of SWD.

Summer School Principal: Manages the day-to-day summer ELOP program and CLIC teachers that will provide academic support/enrichment for the ELOP. Works with teachers and communicates with families and caregivers to meet the needs of students in the summer ELOP.

Think Together Site Director: Supervises program leaders for the after-school program, intersession, and summer enrichment. Works with program leaders to develop program and curriculum. Engages with parents, trains program leaders, enforces discipline policies.

CLIC teachers: provide targeted after school intervention, SEL and academic enrichment for summer school.

Think Together program leaders: provide after school programming and supervision, intersession programming and supervision, summer school enrichment programming and supervision.

Evening Custodian: Ensure the safety and cleanliness of the building and grounds during the comprehensive after-school program. Specifically supports during supper time and ensures proper food waste removal as well as maintain clean restroom and classroom facilities for students who remain on campus during the after-school program.

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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.

ELO-P funds will be used in combination with 21st Century funding to move towards a single program, as one comprehensive and universal Expanded Learning Program. ELOP funds will be used to expand student access to the Expanded Learning Program and increase service offerings in academics, enrichment, and wellness and allow students to participate based on their needs and interests. Currently, 21st Century limits the number of students that participate in the program, based on the funding level. By increasing access to educational and enrichment services, it will enhance our school's mission, vision and goals while providing a safe learning environment with a variety of opportunities that will enrich the lives of our students. Funding will also promote active and engaged learning opportunities for students currently not enrolled in 21st Century. Our partnerships will allow for students to gain access to academic support, experiential learning opportunities in science, STEAM integrated activities, visual and performing arts, cultural awareness, social-emotional learning and field trips. ELOP Funds will also be used to fund ELOP personnel, Think Together providers, including instructional materials/supplies for the afterschool, summer, and intersession ELOP Program.

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 program are integrated within CLIC's educational program and are staffed with appropriately credentialed teachers, and teacher assistants during the instructional day. For purposes of the ELOP, TK/K will maintain a pupil-to-staff ratio that will not exceed 10:1. Our staff in combination with Think Together

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staff will serve students in TK/K. Specific training for Think Together program leaders and TK/K staff will be provided through professional learning during summer professional development and as needed throughout the year. Developmentally appropriate curriculum will be created and provided for the TK/K program and include literacy enrichment.

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.

CLIC has a staggered arrival and dismissal time so the instructional day plus ELOP reflects both.

The following are sample schedules:

Instructional Day plus ELO-P (TK/K)

7:30-9:00 Before school program
9:00-2:30 Instructional day
2:20-6:00 After school program

Instructional Day plus ELO-P (1st and 2nd)

7:30-9:00 Before school program
9:00-3:15 Instructional day
3:15-6:00 After school program

Instructional Day plus ELO-P (3rd-5th)

7:30-8:00 Before school program
8:00-2:30 Instructional day
2:30-6:00 After school program

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Intersession

7:00-8:00 Early drop off (breakfast/community building/physical activity)
8:00-2:00 Programming
2:00-4:00 Aftercare and continued programming

Summer Program

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7:00-8:00 Early drop off (Breakfast/community building/physical activity)
8:00-12:00 Intervention programming
12:00-12:30 Lunch
12:30-4:00 Enrichment programming

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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-schooldays, 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

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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.