

Expanded Learning Opportunities Program Plan Guide

Prepared by:
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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Sacramento Valley Charter Afterschool Programs

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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. Sacramento Valley Charter School
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: Nov. 12, 2025

Review/Revision Date:

Review/Revision Date:

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”:

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

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. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The program will be offered on school site. There will be a variety of activities offered such as sports, robotics and creative writing programs for our scholars. Our main offering will be the afterschool intervention program where we will provide homework support as well as ELA and math support for participants.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Our program is committed to fostering an emotionally safe and supportive environment where all students feel valued, respected, and connected. Staff intentionally build positive relationships with students through daily check-ins, encouragement, and consistent routines that promote trust and belonging.

Social-emotional learning (SEL) is embedded throughout the program to help students develop skills such as self-awareness, self-management, social awareness, relationship-building, and responsible decision-making. Activities often include team-building exercises, reflection circles, and opportunities for peer collaboration.

Staff are trained to recognize and respond to students' emotional needs, creating spaces where students can express themselves safely and learn strategies for managing stress and resolving conflicts in healthy ways. By integrating SEL into academic and enrichment activities, the program nurtures not only students' academic growth but also their emotional well-being and resilience.

2—Active and Engaged Learning

Explain 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.

Students will have opportunities to actively participate in learning activities that reinforce key academic concepts through creative, project-based, and collaborative approaches. The afterschool program has separate, distinct curriculum from the regular instructional day.

Homework support sessions will allow students to ask questions and receive guidance, helping them strengthen their understanding of classroom material. In addition, enrichment activities such as STEM challenges, art projects, literacy games, and real-world problem-solving tasks will deepen comprehension by allowing students to apply their knowledge in new and meaningful ways.

The program's curriculum is intentionally designed to align with school-day learning goals while offering flexibility for exploration, creativity, and student voice. By connecting academic support with interactive enrichment, the program helps students stay motivated, build confidence, and develop a lifelong love of learning. Activities will help support the instructional day to bring better understanding for parents.

3—Skill Building

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

The program will provide students with a variety of opportunities to build and strengthen their skills across academic, athletic, and creative areas. Students participating in sports, robotics, and creative writing will be given a supportive environment where they can practice, refine, and expand their abilities through consistent coaching, collaboration, and hands-on experiences.

Within the intervention portion of the afterschool program, targeted lessons and enrichment activities will reinforce and extend skills introduced during the instructional day. These sessions will focus on developing core competencies such as critical thinking, problem-solving, teamwork, and communication.

Through structured practice, mentorship, and goal-setting, students will gain confidence and mastery in their chosen areas. The program emphasizes growth over perfection—encouraging persistence, creativity, and a sense of accomplishment as students apply what they learn in meaningful and engaging ways.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Students are encouraged to take an active role in shaping the program experience by sharing their ideas, interests, and feedback during regular student meetings and reflection sessions. Their input helps guide activity planning, enrichment offerings, and program improvements—ensuring that the program reflects student needs and perspectives.

Youth leadership is fostered through opportunities to lead activities, assist staff, and mentor younger peers. For example, students may take on roles such as team captains in sports, peer tutors during homework time, or project leaders in clubs like robotics and creative writing. These experiences build confidence, communication skills, and a sense of responsibility while promoting collaboration and community within the program.

Students also play an active role in program quality assessment and improvement. Through surveys, feedback forms, and student-led discussions, they help identify strengths and areas for growth. Staff review this input with students to co-develop action steps that enhance program quality and engagement.

By prioritizing youth voice, leadership, and shared ownership, the program nurtures students who are not only participants but also contributors and decision-makers in their learning community.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Participants will receive a nutritious snack at the beginning of the program to help promote focus and sustain energy throughout the afternoon. The program also provides regular opportunities for physical activity between enrichment sessions, giving students time to recharge, practice mindfulness, and learn through play.

Younger students will engage in structured movement and mindfulness activities designed to support social-emotional growth, coordination, and overall well-being. Older students will have the opportunity to participate in organized sports, allowing them to stay active, build teamwork skills, and develop healthy habits through physical engagement.

By combining nutrition, mindfulness, and physical activity, the program supports the whole child—promoting physical health, emotional balance, and a positive learning mindset.

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. Include how the ELO-P will provide access for students with disabilities.

To ensure access and equity, the program provides supports that meet individual student needs. Communication are available in multiple languages to engage families whose primary language is not English. Staff receive training in culturally responsive practices and inclusive teaching strategies to support diverse learners.

The program is also committed to full accessibility for students with disabilities. Accommodations and modifications are made as needed to ensure all students can participate fully in academic, enrichment, and recreational activities. This may include adaptive materials, individualized support, collaboration with special education staff, and physical accessibility adjustments when necessary.

By prioritizing diversity, access, and equity, the program ensures that every student—regardless of background, language, or ability— is valued, included, and empowered to succeed.

7—Quality Staff

Staff Engagement

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

The program ensures that students have ongoing opportunities to engage with highly qualified and caring staff who are dedicated to supporting their academic, social, and emotional growth. Through consistent routines and relationship-building, staff foster trust and connection with students, encouraging open communication and collaboration. Students receive individualized support during homework and enrichment activities, where staff actively guide learning, facilitate group projects, and promote critical thinking.

Staff also serve as mentors and role models, leading activities that promote skill building, leadership, and teamwork. Whether students are participating in sports, robotics, or creative writing, staff provide coaching and constructive feedback to help them develop confidence and perseverance. In addition, staff create opportunities for students to take on leadership roles—such as assisting with activities or mentoring peers—helping them practice responsibility and communication skills.

To ensure continuous improvement, staff collaborate with students and families to gather feedback on program quality and effectiveness. This shared approach strengthens relationships and supports a culture of growth, inclusion, and excellence.

By combining academic support, enrichment, and mentorship, the program's quality staff help students feel seen, supported, and empowered to reach their full potential.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Instructional aides employed in the program must meet the minimum qualifications established by the Local Educational Agency (LEA). In accordance with LEA policy and Education Code requirements, instructional aides must:

- Possess a high school diploma or equivalent, and
- Meet one of the following criteria:
 - Have completed at least 48 college semester units,
 - Have obtained an associate's degree (or higher), or
 - Have passed a district-approved paraprofessional assessment demonstrating knowledge of, and the ability to assist in, instruction of reading, writing, and mathematics.

All instructional aides and support staff must demonstrate the ability to work effectively with students, communicate clearly with staff and families, and uphold the mission and values of the program

All staff undergo required health and safety clearances prior to employment and before working directly with students. This includes:

- Fingerprinting and background checks through the Department of Justice and FBI (Live Scan clearance)
- Tuberculosis (TB) clearance in compliance with Education Code requirements
- Verification of eligibility to work and completion of mandatory health and safety trainings, including emergency procedures, child abuse reporting (AB 1207), CPR/First Aid, and mandated reporter certification.

The program follows LEA and state guidelines to maintain a safe environment for students and staff at all times..

Ratios will remain as required

TK/K: 1:10

1ST-6TH : 1:20

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Staff will receive ongoing training and professional development focused on effectively implementing curriculum and instructional strategies that support student learning.

Training will emphasize how the curriculum can be used to reinforce skills introduced during the instructional day and extend learning through engaging, hands-on activities.

In addition, staff will participate in sessions that promote best practices aligned with the program's overall goals—such as fostering social-emotional development, creating inclusive environments, supporting diverse learners, and maintaining positive behavior management strategies.

Through continuous coaching and collaboration, staff will be equipped with the tools and understanding needed to deliver a high-quality, student-centered program that supports academic growth, personal development, and the well-being of all participants.

8—Clear Vision, Mission, and Purpose

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

The extended learning program exists to extend learning, inspire growth, and strengthen community. By aligning enrichment with the instructional day, fostering emotional safety, embracing diversity, and empowering both staff and students, the program provides a well-rounded foundation that supports every learner's academic achievement, personal development, and lifelong success. And, families are provided with nine (9) hours per day of programming to help families meet their obligations while their children are being well-attended.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Families expressed the need for afterschool opportunities that not only assist with homework but also provide engaging activities that make learning fun and meaningful. Students shared their interest in programs such as sports, robotics, and creative writing—activities that build both academic and personal skills. These insights informed the selection of curriculum, enrichment opportunities, and scheduling to best meet the needs of the school community. By maintaining open communication and valuing the perspectives of both students and families, the program continues to evolve in response to community needs—ensuring it remains relevant, equitable, and impactful for all participants.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems

of Support.

In developing the Expanded Learning Opportunities Program (ELOP) plan, I met with school administration, advisors, and staff to collaborate on designing a program that reflects the needs and priorities of our school community. Together, we discussed strategies to support students academically, socially, and emotionally, while also providing meaningful enrichment opportunities that align with the instructional day.

Through these discussions, staff and advisors provided valuable insight into student interests and areas where additional support was needed—such as homework help, sports, robotics, and creative enrichment. Their feedback guided the development of the program structure and schedule to ensure it complements classroom learning and provides hands-on, engaging experiences for all students.

The program will continue to collaborate with community-based partners and organizations to enhance student opportunities and bring in specialized programming such as arts, STEM, and wellness activities. These partners will play a role in implementation by supporting enrichment, mentoring students, and helping facilitate family engagement events. By working closely with school leadership, staff, and community partners, the program strengthens the connection between school, home, and community, ensuring every student has access to equitable, high-quality learning experiences beyond the instructional day.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Data will be gathered through student surveys, staff observations, attendance records, and family feedback. This information will be reviewed regularly by the program team to discuss and identify ways to improve program practices, curriculum, and enrichment activities. By reflecting on this data, staff can make intentional adjustments that strengthen student engagement and promote growth in social, emotional, and academic skills. This continuous cycle of reflection and improvement ensures that the program remains responsive to student needs and aligned with its overall goals.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The Extended Learning Programs family handbook for 2025-26 is provided to all students and their families. The Handbook is available on the school website at: https://www.sacvalleycharter.org/apps/pages/index.jsp?uREC_ID=4426767&type=d&pREC_ID=2663404

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

ELO-P at SVCS includes the Afterschool Program, Summer Program and potentially an intercession program to meet the outside of the school year offering. The Budget for all three programs will not exceed the annual ELOP funding. Historically, SVCS has returned over \$200,000 per year; however, SVCS has developed a comprehensive program and expects to utilize a greater portion of the \$671,069 ELO-P allocation for 2025-26. The budget is included in SVCS' adopted budget and interim reports. Only allowed costs are made in compliance with the program requirements and the Coordinator and Budget & Accounting Specialists are aware of the program rules/regs and the FAQs.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

SVCS ensures proper implementation of the requirements as we are a single school and employees are easily able to meet and/or contact all employees and persons involved in operating the programs. Regular, frequent communication occurs to ensure the requirements are being met.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning 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. (See [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?

Transitional Kindergarten parents/guardians are referred to outside LEA organizations due to low staff availability.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

ELO-P enrollment will prioritize unduplicated pupil families, including students who are English learners, foster or homeless youth, and those eligible for free or reduced-price meals. After those families have been offered placement, enrollment will be extended to other interested families.

Families will receive a link to an interest form, and a waitlist will be created once program capacity has been reached. All enrollment materials will be securely stored both digitally and in physical form once paper enrollment packets are completed.

Transportation will be provided only for activities held off-site, ensuring that all students have equitable access to enrichment opportunities beyond the school campus.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

At this time, there are no planned field trips outside of scheduled sports competitions. When competitions or off-site events are confirmed, the transportation department will be notified in advance to coordinate logistics.

All dates, durations, number of students, and event details will be discussed and documented as they are planned to ensure proper supervision, safety, and communication with families.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

There are no program fees.

Sample Program Schedule- Regular Schoolday

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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 school sites, 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.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served**EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners**EC Section 46120(b)(6):**

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals**EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio**EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components

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.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.