

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).

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

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Del Mar Union School District

Contact Name: Jennifer Yamate

Contact Email: JYamate-diaz@dmusd.org

Contact Title: Site Supervisor

Contact Phone: 858-793-0071

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. Ashley Falls School
2. Carmel Del Mar School
3. Del Mar Height School
4. Del Mar Hills School
5. Ocean Air School
6. Pacific Sky School
7. Sage Canyon School
8. Sycamore Ridge
9. Torrey Hills School

Governing Board Approval Date:
08/20/2025

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 Extended Learning Opportunities Program (ELO-P) will be available at all Del Mar Union School District school sites. This program offers students access to a high-quality curriculum tailored to their specific needs. By providing after-school care immediately following the regular school day, we ensure a seamless transition to extended learning. This approach guarantees that students remain in a safe, educational environment with familiar peers and staff. Leveraging the existing educational setting helps maintain the high standards of academic and enrichment activities. Staff Training: All staff members undergo comprehensive training to ensure they are equipped to deliver high-quality educational and enrichment activities. This training covers child development, educational strategies, and safety protocols. Regular workshops and refresher courses are conducted to keep staff updated on best practices and new developments in education and child care. Additionally, monthly collaborative training sessions are held to foster teamwork and continuous improvement. Special training sessions led by experts in the field are also organized to provide advanced insights. Incident Reporting: A robust incident reporting system is in place to promptly address and document any issues that arise. Staff are trained to recognize and respond to incidents swiftly and effectively. Additionally, parents are promptly notified of any incidents involving their children to maintain open communication and trust. Health records for all students are meticulously maintained by staff and updated upon parental request. These records are kept confidential and are not shared, ensuring privacy and compliance with legal standards.

Regular health checks and updates ensure that staff are aware of any medical needs or allergies, allowing for appropriate care and intervention when necessary. Emergency protocols are established to handle health-related incidents promptly and efficiently. Additionally, staff are trained in the proper documentation and

management of health records to ensure accuracy and consistency. All Staff are CPR first aid trained.

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 afterschool program is dedicated to fostering an emotionally safe and supportive environment for all students by integrating social-emotional learning (SEL) into our curriculum, providing staff with regular training in SEL and trauma-informed practices, and promoting positive behavior support through clear expectations and conflict resolution strategies. We create an inclusive and welcoming environment that celebrates diversity and ensures all students feel valued and respected. Additionally, we engage families and community organizations to build a network of support, offering resources and workshops to empower families in supporting their children's emotional well-being. Through these efforts, we ensure that students feel emotionally safe, supported, and empowered to thrive both academically and personally.

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 are grouped by grade level and will engage in a diverse array of activities, including STEAM+ projects, specialty interest clubs, enrichment classes, indoor and outdoor play, cooperative learning, snack time, and dedicated homework sessions. These activities are designed to supplement and enhance the instructional day, providing new and varied learning experiences. Additionally, summer services will ensure continuity of learning during school breaks.

3—Skill Building

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

ELO-P will offer STEAM+, providing robust and engaging opportunities for students to experience an interdisciplinary approach to learning. Purposeful learning is centered around clear concepts that require students to think critically and explore solutions to real-world problems. Dynamic learning environments foster strategic thinking, innovation, and collaboration. ELO-P will create experiences where every student has the opportunity to develop their individuality, communicate their ideas effectively, and gain a deeper understanding of the world around them.

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.

ELO-P will empower students to contribute to program design and access leadership roles. Student surveys will be utilized to gather input on program design and activities, ensuring that student voices are heard and valued. Additionally, students will have the opportunity to choose clubs and enrichment activities based on their individual interests.

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.

The program will promote student well-being and healthy lifestyles through a comprehensive approach that includes physical activity, nutrition education, and the provision of healthy snacks. Students will have the opportunity to engage in a variety of sports activities, ensuring they remain active and develop a love for physical fitness. Age-appropriate movement and play opportunities will be integrated into the daily schedule to support physical development and overall health.

Nutritious snacks will be provided to all students at scheduled snack times, ensuring they receive the necessary sustenance to stay energized and focused.

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.

Del Mar Union School District (DMUSD) is committed to fostering an inclusive environment where every individual feels safe and valued. Our after-school classrooms serve as safe spaces for children to express their thoughts and feelings regarding current events and matters related to diversity, equity, and inclusion.

At DMUSD, diversity, access, and equity are integral to our mission. This commitment is reflected in our hiring practices and the differentiated learning experiences we offer, which are tailored to the unique abilities and talents of each student.

Our staff collaborates closely with the families of students with differing needs to develop strategies for full inclusion and support their participation in the program. DMUSD recognizes that every student deserves an experience that challenges them while considering their individual learning styles and special abilities.

7—Quality Staff

Staff Engagement

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

The program is dedicated to recruiting and retaining high-quality staff and providing ongoing professional development tailored to the needs of both staff and students. Staff members supporting children in the program will meet the same qualifications as Instructional Assistants. They will participate in district-mandated professional learning, which includes training in classroom management, sports, literacy, and STEAM+.

Management staff will play a crucial role in supporting classroom staff by developing appropriate teaching and learning strategies, as well as effective classroom management techniques. They will observe staff performance, offer constructive feedback, and model best practices to ensure continuous improvement and excellence in program delivery.

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)]).

The minimum qualifications for an instructional aide according to the Local Education Agency (LEA) policies include a high school diploma or equivalent, previous experience working with children, strong communication skills, and passing a background check. Health and safety screening for staff involves comprehensive background checks, regular health screenings, mandatory training on health and safety protocols, and verification of up-to-date vaccinations. To maintain minimum staffing ratios as per EC Section 46120(b)(2)(D), the program ensures adequate hiring, creates effective schedules, regularly monitors staff-to-student ratios, and maintains a pool of qualified substitute staff to cover absences.

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)]).

Our staff training and development plan is designed to equip instructional aides and educators with the necessary competencies to effectively engage and enrich students. The plan includes comprehensive onboarding programs, mentorship initiatives, and regular workshops and seminars. Staff have access to professional development materials covering areas like diversity and inclusion and digital literacy. We offer our staff training sessions, team-building exercises, and strategic planning,

ensuring continuous professional growth and adherence to educational standards.

8—Clear Vision, Mission, and Purpose

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

Del Mar Union School District (DMUSD) is dedicated to igniting genius and empowering students to make a positive impact on the world.

Our vision for after-school programs is to enhance our exceptional educational offerings through extended education and quality care. We are committed to creating programs that uphold high standards of quality within a nurturing, friendly, and safe environment.

Our programs provide an extraordinary opportunity for students to build on their classroom experiences, broaden their horizons, and enjoy themselves. Our dedicated and caring staff serve as a vital link to the curriculum, helping children master new skills, modeling enthusiasm for learning, and fostering a sense of belonging.

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.

Monthly Notifications: Utilize invoicing and Eleyo messages to send monthly notifications, keeping families informed about program updates, events, and opportunities for involvement.

Parent Information Boards: Set up parent information boards at all sites to facilitate communication and engagement, allowing parents to stay connected and involved in the program.

Kindergarten Meet and Greet: Host meet and greets for kindergarten families, providing an opportunity to visit open ASP rooms and familiarize themselves with the program and staff.

ASP Email Boxes: Provide ASP email boxes for any communication, ensuring that parents have a direct and convenient way to share their insights and concerns.

Daily On-Site Communication: Maintain constant parent insight and communication daily, fostering a strong connection between staff and families. Staff coordinators are onsite to address any parental concerns. We also have multiples ways they can get in contact with us through our website, which also hosts any upcoming events, notifications or announcements for the ASP program.

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.

DMUSD contracts with over 30 vendors throughout San Diego County to provide a variety of after school enrichment options at each school site including foreign languages, music, fine arts, media arts, sports, crafts, theater, dance, science, and more.

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.

Our program is committed to continuous quality improvement by systematically collecting and utilizing student data related to social, behavioral, and skill development. This data includes metrics on social-emotional competencies such as social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. By analyzing these outcomes, we engage in reflective practices and make intentional adjustments to program management and activities delivered to students. This approach ensures that our program remains responsive to the needs of students and fosters their overall development.

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.

<https://asp.dmusd.org/documents/QuickLinks/ASP-Family-Handbook.pdf>

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?

Preliminary Allocation for ELOP for DMUSD for 2025 -2026 School Year is \$887,978.00.

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

To ensure the proper implementation of budget requirements for the Expanded Learning Opportunities Program (ELO-P), the Local Education Agency (LEA) will adhere to a structured and transparent process. This includes developing encompassing cost-share items, ensuring that all expenses are reasonable, necessary, and allowable under applicable statutes, regulations, and program plans. The LEA will conduct regular audits and reviews to verify compliance with legal requirements and align the budget with the goals and objectives outlined in the program plans. Detailed records of all expenditures will be maintained and available for audits.

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.

N/A

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?

Del Mar Union School District (DMUSD) is committed to the ongoing recruitment of qualified staff and will hire additional personnel to maintain lower student-to-teacher ratios for kindergarten classes.

Through professional development, staff will be trained to develop and implement age-appropriate curricula that support the learning needs of kindergarten students. To further support kindergarten staff, additional training will focus on the social and emotional development of students, as well as the unique educational needs of younger children.

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?

The LEA will offer ELO-P to our families verbally, via email, via website, and advise during registration, as well as an all-call email that will go out to all registered families prior to the school year starting. The LEA can walk the family through the ELO-P application process, and advise during the registration process that we will need a copy of the registration or participation form signed. Those documents will be stored in a locked file cabinet. The registration form is distributed electronically during the registration process. No transportation will be provided.

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.

Location and Significance: Each field trip location is chosen for its educational value. For instance, a trip to a local museum, nature reserve, or cultural center can offer hands-on learning experiences that align with the curriculum.

Anticipated Dates and Duration: Field trips are scheduled during the summer, with specific dates and durations planned to maximize learning opportunities without disrupting regular instructional time.

Grade Levels Participating: The trips are tailored to the appropriate grade levels, ensuring that the content and activities are suitable for the students' age and developmental stage.

Transportation Arrangements: Safe and reliable transportation is arranged for all field trips, adhering to local policies and procedures to ensure the well-being of students.

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.

If a family of an unduplicated Pupil is approved and qualifies for the Expanded Learning Opportunities Program (ELO-P), their tuition and registration fees will be fully covered.

All students attending a school operating an Expanded Learning Opportunities Program (ELO-P) are eligible to participate. The After School Program monthly tuition is \$612.00. Our

registration fee is \$75.00. The After School Program may charge family fees. However, these fees will be waived, or they may qualify on a sliding scale for students who meet the following criteria:

Free or Reduced-Price Meals Eligibility

Families may complete the Free and Reduced Meal Application offered to all households. If Child Nutrition Services determines the student qualifies, tuition and registration fees will be fully covered by ELO-P funding.

Homeless Youth

Defined under the McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), the District's Student Services team will reach out to determine eligibility. If approved, tuition and registration fees are fully covered.

Foster Care

Students known to be in foster care are automatically eligible. The District's Student Services will confirm status, and tuition and registration fees will be fully covered.

Immigrant Families

The District's Student Services will assess eligibility. If approved, tuition and registration fees will be fully covered.

English Language Learners (ELLs)

ELL status is determined during registration with the Del Mar Union School District. The Instructional Services Department will contact families and administer the ELPAC (English Language Proficiency Assessments for California) to assess eligibility.

If the student qualifies and is approved:

Registration fees are fully covered

Tuition is discounted by 10% under the sliding scale

Approval Process Summary

Families submit relevant documentation or applications (e.g., Free/Reduced Meal Form).

The appropriate district department (Child Nutrition Services, Student Services, or Instructional Services) reviews and determines eligibility.

Upon approval:

Free/Reduced Meal, Homeless, Foster, and Immigrant students receive full tuition and registration coverage.

ELL students receive full registration coverage and a 10% sliding scale tuition discount.

Sample Program Schedule- Regular School day

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.**

Expanded Learning Opportunities Program

Sample Schedules

School Year Schedule

8:00am - 2:30pm	School Day
2:30pm	After School Check In
2:30pm - 3:30pm	Enrichment Classes, Clubs, or Choice Time
3:30pm - 3:45pm	Snack
3:45pm - 4:30pm	Outdoor Exploration
4:30pm - 5:30pm	STEAM +
5:30pm - 6:00pm	Homework Assistance

Summer Camp Schedule

7:30am - 9:00am	Welcome and Choice Time
9:00am - 10:00am	Outdoor Exploration
10:00am - 10:15am	Snack
10:15am - 11:15am	STEAM +
11:15am - 12:15pm	Enrichment Classes or Clubs
12:15pm - 12:45pm	Lunch
12:45pm - 1:45pm	Sports Activities
1:45pm - 2:45pm	Choice Time/Student wellness break
2:45pm - 3:00pm	Snack
3:00pm - 4:30pm	Age Group Challenge Games
4:30pm	Departure
4:30pm - 6:00pm	Extended Care Activities

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.