Expanded Learning Opportunities Program Plan Guide

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

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

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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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

1. Upper Lake Elementary School
2. Upper Lake Middle School
3.
4.
5.
6.
7.
8.

Governing Board Approval Date: June 10, 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.

Students benefit from the consistency of a program that is open every day they are in school, in addition to optional 30 days. Students are familiar with the school campus wherein the program is held and the behavior expectations remain consistent thanks to the staff being employed on the school site during the day, in addition to after the school day. Students and guardians are familiar with the program which has run successfully for 8 years on the ULES campus. Staff meet monthly to participate in training and have the opportunity to attend 3 trainings outside of the school year to excite and create additional fun opportunities for students. Our goal in the ELOP program is to support students in having a positive relationship with school, which research supports, will increase their academic progress.

Staff has access to the Student information system electronically as well as hard copy health records. Staff identify each guardian picking up a child and support security with a sign in/out process. Our program after school and during the additional 30 days is supported by an ELO Lead staff member. She is responsible for daily attendance between the ULMS site (serving students in grade 6) and the ULES site. She is the point of contact for all parents/guardians and compliance paperwork. With the input and collaboration of the ELO team, she creates and implements lesson plans and reports an/all incidents to site administration as early as possible.

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.

Staff completes weekly lesson plans with time for homework, support and team building activities. These activities range from PE, arts, dance, crafts and games. Students have access to activies that require them to work together and staff consistently monitor and participate to model and instruction social emotional learning both as an adult who cares and as a mentor.

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.

Lesson plans and rotating locations provide various opportunities for staff to support students with hands on learning that may connect to their classroom or provide new experiences to their learning. Staff have created a calendar wherein they can sign up for activities that they are passionate about sharing with students or the Lead will assign activities to ensure that students are engaged and supported. Whenever possible, the ratio for these activites is lower than the 1-20 but unfortunately, that is not always possible.

3—Skill Building

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

Students have access to their classroom teacher and materials while on campus. We have ordered supplemental curriculum to extend classroom instruction but have not been able to succesfully implement it yet. Students participate in building their skills through routine implementation of homework, physical, unstructured play time, and enrichment opportunities which may include field trips or guest presentations.

During the 30 days of extended opportunities, camps often have a theme and provide "extras" or electives that our students don't have access to during the school year. This ensures that even though the majority of our students are identified as Unduplicated Pupils, they are still receiving access to enriching opportunities to build their skills.

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 partnered as "bigs" and "littles" while on the ULES campus. This struture helps with homework support as well as mentoring through cross age games and activites based on the lesson plans. Students at the ULMS campus have work to take ownership and leadership in the program, establishing a token economy and jobs within the ELOP program. Students are able to voice their desires to attend school

related events as a group (sports etc.) when available and help to create the lesson plans to ensure that the enrichment activities are engaging and interesting for the students.

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.

Daily students have time for physical activity before and after they are served a nutritious supper, prepared by our food services to ensure that it meets all requirements of the School Nutrition Program. Students are encouraged to create healthy behaviors during the after school program as well as healthy relationships. Students are encouraged to be creative, active and social. Students are not allowed screen time during the ELOP, except on special occasions or incliment weather.

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.

The ELOP program is open to all students regardless of cultural or linguistic background. Families and students lead presentations and activities based on their backgrounds and are encouraged and requested to participate in the program. Students with disabilities are welcome in the program and staff has access to the case manager during the school day to communicate and collaborate on needs outside of the school day and how to best support ALL students who are enrolled in the program. During our additional 30 days, we aim to provide enriching activities to include language, academic and cultural experiences for all enrolled students.

7—Quality Staff

Staff Engagement

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

All staff are NCLB compliant and work on the school site during the school day and often, in the classrooms assigned to the students in the program. Staff are directed and reminded throughout the year that their role during the ELOP is to engage with and participate with the students in all games and activities, not simply supervise the activities. Staff take turns in their rotating groups to ensure that one staff member can participate and one can be available to supervise.

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)]).

Our district has hired the most qualified, and excited staff to work with our youth during the expanded learning sessions as well as during the school year. All staff are appropriately credentialed and trained and excited to provide quality services and programs to our youth. Staff who participate in the expanded learning opportunities meet the minimum requirements set forth for para-educators during the school day, including but not limited to, background checks, finger printing, safety training (CPR/first Aid), mandated reporter training, and basic skills or an AA/AS degree.

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 are offered three trainings annually. Two of these trainings are through Lake County Office of Education and one training is through the Classified School Educators Association. Staff are required to attend monthly meetings to address professional development and updates needed to provide the best services during the school day and beyond. Our program chooses to not close for the 3 days of staff development but we do close early on one day annually for staff collaboration after hours.

8—Clear Vision, Mission, and Purpose

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

Our vision is to serve the students of the northshore through safe, enriching, healthy opportunities while providing a safe environment for students to meet family needs.

Our mission is to serve as a hub for our community to support families and youth in developing the understanding that social emotional learning and opportunities are equally as important as academics and that there is never a 'time off' in supporting the whole child.

Our purpose is to keep our staff gainfully employed and build connections with our student population to ensure that they have an adult who cares and can buffer the toxic stress that is adding to their ACES which are excessively high in our empoverished community.

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.

Students and families both complete annual surveys to gauge their participation and support of our program. Families also complete survey questions designed to help plan the program for the next year to ensure that we are meeting the needs of our stakeholders.

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.

Our ELOP program partners with local tribes and businesses to bring experiences onto our campus or to take our students into the community. Our ELOP partners with site administration during weekly meetings to ensure that both programs are aligned. Serving as the hub of our community, we partner with our PTO and school site to share facilities, information and space to ensure that our students can participate in family events happening on campus (game night, sporting events, etc.). Students are provided transportation home or are excused from the program early thanks to feedback and participation with our local sports club NYC to accommodate practices.

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.

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.

Both of our programs are guided by ELOP handbooks that are provided to all families upon registration. This handbook outlines the operations of the program to ensure that

we are consistent in our implementation and families know what they can depend on for the care of their children.

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 Program[3]. How does this budget reflect the needs of students and families within the community?

The Budget for the program is found at the link below.

https://docs.google.com/document/d/1rDKQrnXLFIOd41jD9NmmNkpLjC_f9dmJ/edit?usp=sharing&ouid=113603563512129677135&rtpof=true&sd=true

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

The ELOP program is subject to annual audits. Site administration is present and checks in regularly with the program to ensure adequate staffing and compliance. ELOP is part of the Federal Program Monitoring which ULES passed during the 2023-24 school year. ULUSD has hired an ELOP Lead who rotates between school sites and smaller groups on the ULES campus to ensure compliance with the program, implementation of the lesson plans and positive engagements with students. When we are short-staffed, she also works to cover and maintain ratios.

[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.

All students are offered the program and served in compliance with the highest restrictions to ensure compliance with both programs. Students are offered daily support, meals, transportation and more to create one comprehensive 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?

Staff are assigned various locations around campus to take role and ensure that ratios are met 1-10 for TK, K and 1-20 for grades 1-6. Our ELO Lead floats between locations to provide coverage and support during staff absences. Our various locations on campus (shared spaces) are designated by grade levels to ensure student counts and adult assignments as well as to provide locations where administration or other staff need to step in and provide coverage to maintain ratio. We recruit the highest quality staff when a vacancy is open and assign a staff rotation to ensure that all staff are provided the opportunity to work with students from all grade levels, including younger children. Materials are purchased and organized to ensure that the locations where students are assigned for the beginning portion of their ELO time are developmentally and age appropriate. Materials are replaced and expanded when needed to ensure there are a variety of engaging items available to all students.

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?

Our ELOP Enrollment is offered through our newsletter which is provided in hard copy, social media and on our website. The newsletter is provided in English and Spanish.The newsletter highlights how to enroll in the program and when/where applications are available. The ELO lead and site secretary have enrollment forms and make sure they are available in hard copy and electronically upon request. The signature process (sign in and out) is housed in the "hub" of the program so guardians have a consistent place to sign out their student and identify their leave early code (if applicable). All forms are stored with the ELOP lead in the "hub" filing cabinet. Forms are shared monthly with Lake County Office of Education and our CBO to track attendance, volunteer hours and donations along with enrollment. All students are allowed transportation thanks to the Fronteir grant.

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.

Anticipated field trips are scheduled for all enrolled students in grades TK-6. These students are taken to enriching experiences that their parents may not be able to afford due to socio-economic status. Our students attend a field trip focusing on performance and art standards within the community during the ELO hours. The learning outcome focuses on performance standards and audience expectations while expanding their cultural awareness depending on the shows that are available.Trips are scheduled during early release days during June with the school district transportation. All staff attend with students to ensure quality supervision and ratios are met. Students are provided a "to-go" supper and participate in a picnic along with their experience.

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.

We do not charge a fee for our program. We do invite participation (volunteer hours) and donations to provide extra opportunities to our students while increasing community support.

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.