

# Long Unified School District

## Expanded Learning Opportunities

### Program Plan Guide



**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Long Beach Unified School District**

**1515 Hughes Way**

**Long Beach, CA 90810**

**562-997-8000**

:

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

## Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

**Local Educational Agency (LEA) Name:** Long Beach Unified School District

**Contact Name:** Dr. Jill Baker, Superintendent

**Contact Email:** [jbaker@lbschools.net](mailto:jbaker@lbschools.net)

**Contact Title:** Superintendent of Schools

**Contact Phone:** 562-997-8000

**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. Addams Elementary
2. Alvarado Elementary
3. Avalon TK-12
4. Bancroft Middle School
5. Barton Elementary
6. Birney Elementary
7. Bixby Elementary
8. Bryant Elementary
9. Burbank Elementary
10. Burcham Elementary
11. Cabrillo High School
12. Carver Elementary
13. Chavez Elementary
14. Cleveland Elementary
15. Cubberley TK-8
16. Dooley Elementary
17. Edison Elementary
18. Emerson Elementary
19. Franklin Middle School
20. Fremont Elementary
21. Gant Elementary
22. Garfield Elementary
23. Gompers Elementary
24. Grant Elementary

25. Hamilton Middle School
26. Harte Elementary
27. Henry Elementary
28. Holmes Elementary
29. Hoover Middle School
30. Hughes Middle School
31. Jefferson Middle School
32. Keller Middle School
33. Kettering Elementary
34. King Elementary
35. Lafayette Elementary
36. Lincoln Elementary
37. Lindbergh Middle School
38. Lindsey Middle School
39. Longfellow Elementary
40. Los Cerritos Elementary
41. Lowell Elementary
42. MacArthur Elementary
43. Madison Elementary
44. Mann Elementary
45. Marshall Middle School
46. McKinley Elementary
47. Muir TK-8
48. Naples Elementary
49. Nelson Middle School
50. Newcomb TK-8
51. Nieto Herrera Elementary
52. Oropeza Elementary
53. Powell TK-8
54. Prisk Elementary
55. Riley Elementary
56. Robinson TK-8

57. Rogers Middle School
58. Roosevelt Elementary
59. Signal Hill Elementary
60. Smith Elementary
61. Stanford Middle School
62. Stephens Middle School
63. Stevenson Elementary
64. Tincher TK-8
65. Twain Elementary
66. Washington Middle School
67. Webster Elementary
68. Whittier Elementary
69. Willard Elementary

**Governing Board Approval Date: September 17, 2025**  
**Review/Revision Date: September 17, 2025**

## 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 Expanded Learning Opportunities Program (ELO-P) is committed to fostering a safe and supportive environment for all students. Programs are offered on LBUSD's campuses and provide shared spaces and/or designated rooms for academic and enrichment activities, while fields and outside areas are available for physical activity and recreation. Activities are conducted in accordance with rules and regulations applicable to building and equipment use. Custodial and building maintenance staff ensure facilities are maintained at district standards, and regular site inspections ensure compliance.

In collaboration with the district's School Safety and Preparedness Team, ELO-P annually develops Emergency Operations Plans using a district-developed tool. Plans are site specific and written in collaboration and in alignment with the regular school day Emergency Operation Plan (EOP). Staff are included in the regular school day EOP for emergencies that occur while school is in session. ELO-P develops site specific EOP plans to be implemented during out of school time hours. ELO-P students and staff participate in scheduled safety/emergency drills.

The district's School Safety and Emergency Preparedness team and ELO-P support team provide training for ELO-P staff. Agenda items include topics such as Emergency Operation Plans (EOP's), Long Beach Police Department (LBPD) Support, Long Beach Unified School District (LBUSD) Support/Hours, Mandated Reporting, Emergency and Lockdown Procedures, Resource Hotlines, Safety Tips, Meal/Snack Procedures, Medical Procedures, Foster and Homeless Student Rights and CPR Certification.

Injuries, accidents, and safety related incidents are documented and reported in alignment with program and district protocol. Health information is collected during registration. The district works in collaboration with Nursing Services to support medical conditions/needs. To further support the

safety and physical needs of students, the following policies and procedures have been implemented:

\*Staff members wear uniforms, which allows for quick and easy identification by staff, students, parents and community members.

\*Staff wear identification and use 2-way walkie talkies.

\*Schedules and calendars are located in a main file. Schedules include activities, times, room numbers and names of supervising staff.

\*First Aid kits are provided and restocked as needed.

\*Emergency contacts are listed on enrollment registration forms.

## **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.

Positive relationship building is key for providing nurturing and supportive environments for students. Staff seek to develop positive relationships with students and gain an understanding of their strengths and challenges in order to best meet their needs. ELO-P works to support a healthy community and promotes positive interaction between staff and participants. ELO-P collaborates with district resource staff, local services, and community organizations to offer support for students and families.

Restorative Practices are implemented to develop social-emotional skills and encourage positive behavior. ELO-P incorporates behavior intervention strategies to promote a safe learning environment. Staff are taught to intervene calmly during incidents of unsafe behavior and follow protocols to de-escalate conflicts. Positive behavior and achievements are acknowledged regularly. Staff attend regular professional development to stay updated on best practices in student well-being. Staff meetings include training in Social Emotional Learning (SEL) strategies, community-building exercises, and behavior management techniques to maintain an emotionally safe and supportive program environment.

Staff are encouraged to use Nonviolent Crisis Intervention (NCI) which helps educators with student behaviors. Strategies help staff to spot risks, evaluate levels of conflict, and facilitate positive intervention. Staff are trained and encouraged to build nurturing and supportive relationships with students. Community building strategies are modeled by ELO-P support staff at professional development, meetings, and training opportunities.

## **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.

ELO-P provides students the opportunity to participate in active and engaged learning utilizing curriculum and resources aligned with the Learning in Afterschool Principles. Supplemental resources enhance, not replicate the instructional day. Students participate in academic, physical and enrichment activities such as sports, science, robotics, arts, reading, writing, STEM, photography, culinary arts, technology, health, environmental conservation, gardening, drama, and music. ELO-P staff apply a balanced approach when planning daily activities incorporating the following program components:

**Academics** focusing on students' intellectual growth, including knowledge and self development.

**Social** development focusing on students' interpersonal skills and interactions with others.

**Emotional** development focusing on students' understanding and regulation of emotions.

**Physical** focusing on promoting students' health and development.

**Student Interest** focuses on what captivates and inspires students, and what fosters exploration, curiosity and passion.

**Sample Curriculum/Activities:**

Academic Enrichment Guide

Buddy Builders Buddy Activity Box

Art & SEL Integration

ELO-P Large Group Games Resources

Culminating Events/Program Highlights and Celebration

**Learning In Afterschool Principles (LIAS)**

**1. Learning that is Active**

Learning and memory recall of new knowledge is strengthened through different exposures – seeing, hearing, touching, and doing. Afterschool learning should be the result of activities that involve young people in “doing” – activities that allow them to be physically active, stimulate their innate curiosity, and that are hands-on and project based.

**2. Learning that is Collaborative**

Knowledge should be socially centered, as collaborative learning provides the best means to explore new information. Afterschool programs are well positioned to build skills that allow young people to learn as a team. This includes listening to others, supporting group-learning goals, resolving differences and conflicts, and making room for each member to contribute his or her individual talents. Collaborative learning happens when learners engage in a common task where each individual depends on and is accountable to each other.

**3. Learning that is Meaningful**

Young people are intrinsically motivated when they find their learning meaningful. This means having ownership over the learning topic and the means to assess their own progress. Motivation is increased when the learning is relevant to their own interests, experiences, and the real world in which they live. Rather than learning that is focused on academic subjects, afterschool programs should help young people apply their academic skills to their areas of interest and real world problems. In addition, when learning involves responsibility, leadership, and service to others, it is experienced as more meaningful.

#### **4. Learning that Supports Mastery**

Young people tell us they are most engaged when they are given opportunities to learn new skills. If young people are to learn the importance and joy of mastery, they need the opportunity to learn and practice a full sequence of skills that will allow them to become “really good at something.” Afterschool activities should not promote the gathering of random knowledge and skills. Rather, activities should be explicitly sequenced and designed to promote the layering of skills that allow participants to create a product or demonstrate mastery in a way they could not do before. They achieve this by designing activities that lead to a culminating event or product that can be viewed and celebrated by peers and family members.

#### **5. Learning that Expands Horizons**

Youth benefit by learning opportunities that take them beyond their current experience and expand their horizons. Learning about new things and new places promotes a greater sense of potential of what they can achieve and brings a sense of excitement and discovery to the learning environment. Afterschool programs have the flexibility to go beyond the walls of their facilities. They use the surrounding community as a classroom and bring in individuals and businesses that young people may not otherwise come into contact with. Expanding young people’s horizons also includes helping them to develop a global awareness. This includes increasing their knowledge of other cultures and places and their understanding of the issues and problems we have in common across cultural and political divides.

### **3—Skill Building**

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

ELO-P’s educational literacy and educational enrichment activities contribute to the improvement of student academic achievement as well as overall student success. Students have the opportunity to explore and develop a well-rounded skill set that supports their interest and success. Activities will be selected based on student voice and choice and related to everyday life experiences.

Students engage in enriching experiences that include individual and group tutoring, project-based learning, and hands-on activities. Students are provided with the time, materials, as well as support from staff to promote a scaffolding of skills and learning. Students will be encouraged to work as teams and collaborate and communicate effectively throughout activities and projects. Staff will facilitate teamwork, collaboration and communication through modeling and direct student interaction.

ELO-P, in collaboration with Site Principals, Site Coordinators, Site Supervisors/Directors, and Teacher Liaisons develop site specific Academic Literacy Plans to align with school data and outcome goals. Principal Collaborative Meetings occur each month.

Students are encouraged to explore, develop and enhance essential skills that will support their academic, social, and personal growth. Examples of Skill Building through Hands-on Activities:

STEAM Activities: Science, technology, engineering, arts, and math through hands-on projects, experiments, and challenges.

Culinary Arts: Cooking classes or activities where students can learn basic cooking and/or gardening skills.

Physical Activities: Physical fitness, sports, and recreation to promote healthy lifestyles.

DIY and Engineering Activities: Exploration, creativity and problem-solving skills through Do-It-Yourself projects and engineering challenges.

Visual and Performing Arts: Music, drama, visual arts, and other creative outlets.

#### **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.

Meeting the needs of LBUSD's students remains a top priority in programming and staffing decisions. As part of ELO-P's continuous cycle of improvement, student input is gathered to indicate student interests and needs and to evaluate current program offerings. Programming adjustments and additions, staffing needs, and professional development for staff are based on student need. Open and honest student voice and choice plays an important role in program design.

A key component of ELO-P is to engage youth in authentic and meaningful leadership roles, where students can share feedback. Youth discuss, plan and provide input for activities and events. They work in collaboration with ELO-P staff and the regular school day. The collaboration helps with planning and preparing for activities, special events and field trips, as well as advertising and promoting.

Student input is a valued and vital component to the ELO-P. Staff adhere to the philosophy that programs and activities should be student centered and based upon student voice and choice. Student leaders provide program feedback concerning activities and program components to Site Directors/Supervisors. Resources are allocated to implement student-requested activities, including guest speakers, social events, and field trips, ensuring student voice shapes the program's offerings. Staff recognize the leadership potential in all students.

Staff participate in ongoing training to develop strategies for effective student engagement and the fostering of leadership. Staff engage with students regularly to gather feedback on experiences and empower students in shaping program content and activities. Through discussions and surveys, students express their interests and needs, helping to create programs that resonate with them. Staff assign meaningful leadership roles, such as classroom jobs and leadership opportunities, enabling students to experience ownership, accountability, and responsibility.

## 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.

ELO-P works in collaboration with the district's Nutrition Services Office to provide nutritious snacks and meals for students daily. In addition, Nutrition education is integrated into the program, teaching students how to grow and prepare healthy food and understand the importance of balanced eating. Students have a voice in shaping the wellness culture by participating in discussions about healthy food choices, physical activities, and program offerings. Staff model healthy behaviors to support students' physical, emotional, and mental well-being.

ELO-P recognizes the link between student health, learning, and desires to provide a comprehensive program promoting healthy eating and physical activity for students. ELO-P offers programs and activities that promote healthy choices and behaviors to help students understand and appreciate the importance of a healthy lifestyle. Healthy choices and behaviors are emphasized in such activities as healthy air/environment education, cooking, nutrition, sports and dance programs. Students participate in field trips, fun-runs, school fairs and celebrations.

Staff understand the connection between health and academic success and provide students with developmentally appropriate physical activities, including organized sports, age-appropriate movement exercises for transitional kindergarten and kindergarten students, and mindfulness sessions to support emotional regulation. Nutrition education is integrated into the program, encouraging students to choose healthy snacks/meals and understand the importance of balanced eating. Students have a voice in shaping the wellness culture by participating in discussions about healthy food choices, physical activities, and program offerings.

## 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.

Linguistic and cultural diversity refers to the variety of languages and cultures that exist within a society or community. This includes differences in languages spoken, as well as diverse cultural practices, traditions, beliefs, and values. ELO-P creates a community in which students embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Celebrating the uniqueness of ELO-P students and supporting multi-cultural awareness is important in ELO-P.

The commitment to promoting diversity is not only evident in program offerings but also in staff. ELO-P recruits staff from diverse cultural backgrounds, with a myriad of experiences to share with students and enhance overall programs. Staff are expected and encouraged to promote an

environment that is both inclusive and welcoming to all students regardless of race, ethnicity, religious beliefs, and gender identity and preference.

ELO-P seeks to enhance cultural competence among students by discussing topics in clubs and activities that help to promote awareness, understanding, compassion and empathy. Culturally connected events are recognized and celebrated. Literature used, such as Rising Voices, aligns with topics and/or includes characters who reflect the voice and experience of student participants. Examples of programs that highlight cultural traditions include multi-cultural dance, cooking, visual and performing arts, field trips to colleges, museums and cultural community events that help create awareness and broaden the multi-cultural experiences of students.

Classrooms, displays, and activities promote cultural awareness and representation of students' backgrounds, with curricula intentionally designed to include diverse voices and perspectives. Priority enrollment is extended to traditionally underserved students, including foster youth, homeless individuals, low-income families, and English learners.

Support is provided to students with disabilities, English Language Learners, and other students who have potential barriers to participate in the program. Expanded Learning will collaborate with district offices such as OCIPD (Office of Curriculum, Instruction, and Professional Development) and OSS (Office of School Support Services) to determine and secure support as needed.

ELO-P utilizes the Student Access Support Plan (SASP) to help increase the level and ability of program, staff, and family in their understanding of ELO-P. If participation is determined to be a reasonable and safe option for students with special needs, students will participate with a co-developed support plan in place. The purpose of the SASP is to determine solutions and strategies, in collaboration with families, so that students are provided opportunities, resources, and strategies to participate in the program safely and successfully.

## **7—Quality Staff**

### **Staff Engagement**

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

ELO-P provides opportunities for students to engage with quality staff by participating in a rigorous recruitment, selection, and hiring process that carefully considers the experience, knowledge, interest, and ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning. Recruitment and retention of quality staff are important to serve youth. Examples of recruitment plans include participation in hiring fairs, distribution of flyers at universities and community events, and working in collaboration with the district's Personnel Commission Office.

A sampling of recruitment efforts include:

- \*City and District Job Fairs
- \*Mail-Outs, Flyers, Emails, Phone Calls, Website
- \*Word of Mouth

- \*Open House
- \*Back to School
- \*District Celebration Events and Fairs
- \*PTA Collaborations
- \*Networking with School Staff and Faculty
- \*Recruitment Events

ELO-P aims to employ individuals who exhibit integrity, professionalism, and a caring attitude toward children and youth. Regular program visits by the support team and partner providers promote positive relationships with school site personnel, students, and families. ELO-P actively seek staff that represent the diversity of participants. ELO-P provides continuous professional development in culturally responsive teaching, restorative practices, and social-emotional learning (SEL). ELO-P provides staff with: clear titles and job descriptions, ongoing training and professional development, resources and materials to deliver ELO-P activities, on-the-job training, and competitive pay.

Employees are provided evaluation, feedback, and professional development in order to tap into potential leadership skills and build program capacity. Professional development topics include areas that address student academic support, social-emotional learning, academic enrichment and recreation/physical activity, including healthy nutrition and wellness. ELO-P provides staff with training and professional development needed to help facilitate excellence in programs and strengthen program capacity.

ELO-P's annual professional development plan strives to meet the needs of staff and youth program participants. Professional development and meetings occur monthly, including Management, Coordinator, and Site Director meetings. Included in the plan are partner provider site visits and the sharing of best practices.

Additionally, site-based professional development to support front-line staff is provided by the Coordinator and supported through site visitations, feedback and evaluation from Site Directors/Supervisors. ELO-P encourages staff to visit other expanded learning programs both in and out of the district. An ELO-P rubric with the Learning in Afterschool Principles is used as a walkthrough, feedback, and continuous improvement tool.

ELO-P staff participate in expanded learning workshops and conferences such as the Best of Out of School Time Collaborative (BOOST) conference; the largest, most recognized and comprehensive global convening for after school, expanded learning, and out-of-school time professionals.

ELO-P personnel are encouraged to participate in the Los Angeles County Office of Education (LACOE's) Expanded Learning professional development, committee involvement, and after school advocacy and leadership opportunities such as:

- \*County Advisory Meetings
- \*Staff Development/Training Events
- \*Community of Practice (COP) Meetings
- \*Site Coordinator Leadership Development Program
- \*Special Events

\*Specialized Communities of Practice

\*Meetings

\*Institutes

## 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 requirements of the instructional aide are: Education and Training: Graduation from high school or equivalent. College-level coursework in early childhood education, social sciences, recreation, child development or a closely related field is desirable. The hiring process includes paper screening, testing, and individual and/or group interviews. If recommended for hire, candidates are processed via the district's Personnel Commission Office. Partner providers' staff requirements are aligned with the district's requirements of an instructional aide.

ELO-P has procedures in place in accordance with contract agreements between LBUSD and partner providers. Program staff and volunteers are subject to health screening and fingerprint clearance requirements in current law and district policy. Providers are required to notify and submit written reports in the occurrence of any health or safety related issues. Pupil health information is requested from parents or guardians during registration and prior to ELO-P enrollment.

The district's Human Resources Department and Personnel Commission actively recruits youth leaders year-round through job postings. Daily attendance is collected and monitored via systems such as Cityspan, CareConnect, sign-in/out sheets, and attendance rosters. The minimum staffing ratio is 1:10 for transitional kindergarten and kindergarten students and 1:20 for higher grades. Minimum staffing ratios are supported by student activity, grade level, and flexible grouping. Substitutes, Floaters, Site Directors, Supervisors, and Coordinators support Program Leader group ratios as needed.

## 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 non school days. (See [EC Section 46120(b)(8)]).

ELO-P supports staff so they are able to provide engaging and enriching programming. Professional Development topics include areas that address student academic support, social-emotional learning, academic enrichment and recreation/physical activity including healthy nutrition and wellness. ELO-P provides staff with training and professional development needed to help facilitate excellence in programs and strengthen program capacity. ELO-P develops an annual professional development schedule that is in alignment with the Continuous Quality Improvement Plan as part of the Continuous Quality Improvement Cycle.

Professional development includes agenda items such as: Expanded Learning Quality Standards, District's Strategic Plan and 2035 Initiative, Program Expectations and Support, Safety Protocols, Drill Schedules, Emergency Operation Plans, Meal and Snack Procedures, Medical Procedures, Continuous Quality Improvement, Learning In Afterschool Principles (LIAS), Collaboration, Academic Literacy Plans, Compliance, Quality and Innovation, Federal Program Monitoring (FPM), Diversity, Character Education, Registration and Enrollment, Recruitment, Intercession and Summer Programs, Lesson Planning, Inclusivity and Supporting Students with Special Needs, Support for Homeless and Foster Youth, Non-Violent Crisis Intervention, Effective Classroom Management, Self Care, Growth Mindset, Social Emotional Learning, and Developing Leadership Capacity.

Site-based professional development to support front-line staff is provided by the Coordinator and supported through class visitations, feedback and evaluation from the Site Supervisor. ELO-P encourages staff to visit other Expanded Learning Programs both in and out of the district.

ELO-P receives county support and guidance from the Los Angeles County Office of Education - Expanded Learning Technical Assistance Unit (LACOE ELTAU), which uses the following six strategies to provide equitable access to ongoing, needs-driven services that support LEAs and Grantees in creating and implementing effective and quality Expanded Learning Programs in Region 11. ELTAU provides coaching, consultation, facilitation, professional development, resource brokering and resources development.



## 8—Clear Vision, Mission, and Purpose

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

ELO-P is dedicated to creating an inclusive, nurturing, and safe environment for students, ensuring that their academic, social, and emotional needs are met beyond the school day.

Vision: To enrich the experiences of youth by providing diverse, quality programming that supports

the academic, social, emotional and physical needs of our students - based on youth voice and choice and input from and in collaboration with partner organizations, teachers, parents, and the community.

Mission: To provide high quality expanded learning opportunities for all students.

Purpose: To offer a District-wide Expanded Learning Opportunities Program (ELO-P) in collaboration with community partners such as Action Youth America (AYA), the City of Long Beach Parks and Recreation and Marine; Boys and Girls Clubs of Long Beach; Camp Fire USA; Conservation Corps of Long Beach; and the YMCA of Greater Long Beach.

By working together to implement programs before/after school and during Thanksgiving, spring, winter, and summer recesses, thousands of local students and their families have access to convenient, no or low-cost, high-quality expanded learning programs designated as a balanced mixture of academic assistance, enrichment, and healthy activities that are fundamental components of youth development.

## **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 play an important role in the creation and ongoing development of ELO-P. The program design reflects the needs and interests of the community it serves, fostering a sense of ownership and alignment with student and family goals. ELO-P encourages student voice and input, allowing students to actively shape activities, events, and program offerings. The program maintains regular engagement with families through surveys, special events and open houses. ELO-P staff are visible and available to families. Opportunities for feedback and fostering open communication are supported and encouraged. Parents are encouraged to participate in programming via the district's Volunteer In Public Schools (VIPS) process.

ELO-P information such as the mission, vision, goals, program activities, services, service locations, hours, and registration are disseminated to the community via the program's webpage. Materials are available in English, Spanish, and/or other languages as needed, so that they are accessible to residents in each community. ELO-P participates in District-wide community events such as the Transitional kindergarten/Kinderfests, and Choice Fairs, which consist of schools and programs showcasing informational booths and display tables, brochures, etc.

ELO-P works in collaboration with the district's Equity, Engagement, and Partnerships Office to participate in parent engagement groups and district celebrations and events. ELO-P and community based organizations participate in events disseminating Expanded Learning Programs and community resource information to parents, families and community members. By continuously involving families and students, the ELO-P ensures that it remains responsive, inclusive, and aligned with the evolving needs of the community.

## 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.

LBUSD provides a Single Comprehensive System for Expanded Learning Opportunities. After School Education and Safety (ASES), CCLC (21st Century Community Learning Centers), and ELO-P provide a single, comprehensive Expanded Learning Program in the Long Beach Unified School District. LBUSD collaborates and contracts with Community Based Organizations. Each CBO partner brings unique expertise to the table, expanding and enhancing programs. The group meets on a regular basis providing designated representatives from each of the organizations the opportunity to be informed of and provide feedback for program activities to be offered at each site, recruitment efforts, updates of sustainability efforts, as well as addressing possible program related concerns or issues.

Community partners engage in Partnership Management Team meetings, LACOE advisory meetings and regular Program Coordinator and Site Director/Supervisor meetings. LBUSD in partnership with community based groups serves as a successful district led collaborative model. Members provide oversight of ELO-P programs, ensuring that individual programs are utilizing best practices, thereby maximizing benefits to the children served. Community partner providers contribute to the development and implementation of the Expanded Learning Program Plan.

CBO partners sponsor and support events to build community awareness of important contributions that out of school time opportunities can make in the lives of Long Beach students. ELO-P actively engages external partners, leveraging resources to enhance offerings in areas such as college mentorships, high school internships, outdoor education, arts, STEM, and wellness.

The long history of established collaboration among LBUSD and youth serving agencies is a model of community engagement and community based partnership. The collaborative members include the YMCA of Greater Long Beach, Action Youth America (AYA), Camp Fire USA, Boys and Girls Club of Long Beach, Conservation Corps of Long Beach, City of Long Beach Parks, Recreation, and Marine and the Long Beach Unified School District. This collaborative has provided consistent programming since 2002 and served as a forum for Expanded Learning Program providers to share areas of common interest, need, and improvement. Sustainability, Evaluation, Marketing, Staff Development, Policies, and Procedures are discussed at regular meetings.

## 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.

Communication with partners such as site administrators and external agencies, is prioritized to align goals, address challenges, and maintain shared accountability. Students and parents are invited to provide input through surveys and discussions, influencing program design and goal-setting. Outcomes and lessons learned are shared regularly with stakeholders to promote transparency and drive future planning. This collaborative approach ensures that the program evolves to meet the diverse needs of students and families effectively. Regular communications between the district and partner agencies ensure smooth program operations that support program components: academic, physical, social, emotional, and student interest. Classroom observation tools and data collection help monitor program implementation, identify areas for growth, and guide future professional development.

ELO-P incorporates feedback from students, families, and community members to refine program design and offerings. The diverse set of partners strengthens the program. ELO-P CBO's and staff participate in ongoing professional development from ELO-P support staff, focusing on topics such as operational updates, Continuous Quality Improvement (CQI), Expanded Learning Quality Standards, Learning in Afterschool Principles (LIAS), and various strategies and methods to support and engage students. CBO's participate in district, local, county, and national local professional development and opportunities to support and enhance Expanded Learning.

ELO-P staff work closely with school site leaders to align goals and activities, creating a seamless transition from the school day to after-school programs. Education Liaisons support programs and co-facilitate monthly principal collaborative meetings. Liaisons facilitate monthly principal/ELO-P staff meetings, assist with program support, student support, staff development, family engagement, Emergency Operation Plans, Literacy Plans, and program observations. Staff play an active role in the continuous improvement cycle through needs assessments, targeted professional development, and ongoing training.

By fostering collaborative relationships at every level, ELO-P provides a well-coordinated approach that supports student growth and learning through impactful and sustainable partnerships. Long Beach Unified has a valued and long standing partnership with community partner providers. Through continuous stakeholder engagement, regular feedback loops, and alignment with district goals, ELO-P demonstrates a commitment to meaningful growth and improvement.

## **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.

ELO-P defines clear roles, policies, and procedures to ensure effective oversight and smooth operations. Procurement procedures govern fiscal management, personnel, and daily program activities, supporting consistency and accountability. Program Administration oversees program-wide operations, collaborating closely with school principals, district office staff, and external partners to

ensure coordinated efforts. Program Administration provides leadership in partnership management, progress monitoring, and continuous program improvement.

Each site is managed by a Program Director/Supervisor who oversees site-specific operations, supervises staff, and communicates with sites and families. ELO-P staff follow procedures as described in the [Staff Manual](#). Training manuals and materials are utilized for staff onboarding and throughout the year. Program Administration and Program Coordinators under CBO and district guidance, allocate budgets to meet the needs of program design. Records such as payroll, purchasing, financial documentation and attendance tracking is maintained to ensure operational accuracy. [Enrollment/Registration](#) is done through the district's ParentVUE system.

Stakeholder meetings, including principals, partner agencies, and site staff, are held regularly to ensure goal alignment and operational strategy cohesion. Monthly meetings led by the Program Administration bring together all staff to discuss program updates, events, goal setting, and professional development. Weekly planning sessions with support staff further enhance coordination and consistency. Program staff maintain up-to-date participant records, financial reports, and sign-in/out records to track attendance, ensuring transparency and accountability.

## 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. How does this budget reflect the needs of students and families within the community?

The ELO-P budget supports the diverse needs of the community, fostering opportunity and access. ELO-P funds are used to offer learning opportunities for students outside the regular school hours for purposeful and structured physical, academic, and enrichment activities. The ELO-P budget reflects the needs of students and families within the community by prioritizing expenditures that directly support students' academic, physical, social, emotional and enrichment growth.

Expenditures are carefully reviewed to ensure they are reasonable, necessary and allowable under applicable statutes, regulations and program plans. The budget emphasizes providing high quality programming, including tutoring and interventions designed to address academic gaps, enrichment opportunities, physical activities, and outdoor education. Summer and intersession programs provide additional learning opportunities and enrichment during non-school days.

The budget focuses on ensuring quality leadership, with trained Site Directors/Supervisors and staff who uphold the required student-to-staff ratios. This investment guarantees personalized attention and a safe, supportive environment for participants. Additionally, funds are allocated for activities and materials that promote enrichment in areas such as arts, STEM, and recreational programming, while extended hours and family engagement initiatives address the practical needs of working parents/guardians. By aligning financial resources with the priorities of the community, ELO-P ensures that students and families receive comprehensive support.

**25-26 Expanded Learning Opportunities Program Budget**

<b>2025-26 Entitlement (as of July 2025)</b>	<b>\$</b>	<b>53,919,161</b>
<b>2025-26 Budget Expenditure</b>		
<b>Personnel</b>		
Accountant	\$	46,828
Administrative Secretary	\$	148,782
Assistant Director	\$	230,673
Contract Analyst	\$	40,941
Director	\$	279,543
Human Resources Technician	\$	115,051
Program Administrator	\$	378,863
Program Specialist	\$	705,575
Teacher on Special Assignment	\$	191,843
Expanded Learning Supervisor	\$	421,832
Expanded Learning Instructional Aides and Recreational	\$	3,663,672
<b>Other Program Budget</b>		
Camp Oaks	\$	3,400,486
AM Care Program	\$	1,890,000
ELOP Regular Program (various Sites)	\$	22,563,548
ELOP Summer Programs	\$	2,317,187
Kids' Club	\$	1,134,200
After School Sports	\$	748,209
Site Before and After School Enrichment	\$	3,936,669
Other Site Enrichment and Intervention	\$	9,541,868
Indirect Cost	\$	2,163,391
<b>Total Budget</b>	<b>\$</b>	<b>53,919,161</b>
Difference	\$	-

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

To ensure proper implementation of the budget LBUSD will conduct regular needs assessments, gather input from students, families, and community collaborators. This will inform budget decisions and ensure that funds are allocated to programs that best support the academic, social and emotional growth of students. Data such as student satisfaction/engagement, attendance, and surveys will guide the development of ELO-P services.

ELO-P Administration maintains integration with the district's level offices. They are connected to and knowledgeable about district level operations to align and support broader educational initiatives

effectively. Budget expenditures will be carefully reviewed by ELO-P, Fiscal Services and Accounting, Purchasing and Contracts, State and Federal Programs, Grade Level, and Chief Academic Offices. This collaboration ensures reasonable, necessary and allowable expenditures.

Regular audits will be conducted to ensure compliance with applicable regulations, including federal and state guidelines on allowable costs. This will include ensuring that all personnel costs, program costs and service contracts are justified by program needs and are within the scope of funding restrictions.

## 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.

Funding is braided to provide a single, comprehensive Expanded Learning Program in the Long Beach Unified School District. Long Beach collaborates and contracts with CBO providers, serving students utilizing ASES, 21st CCLC and ELO-P funds. ELO-P funds are used to offer learning opportunities for students outside the regular school hours for purposeful and structured physical, academic, and enrichment activities.

21st CCLC ASSETs grant funds provide academic enrichment opportunities and activities designed to complement students' regular academic program and support college and career readiness, assist with literacy and related educational development services for families of students, while providing a safe environment for students participating in their programs.

### 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?

To maintain the 10-1 pupil to staff ratio for TK/K students, ELO-P will implement the following strategies:

- Conduct targeted hiring efforts to ensure qualified staff meet the required student to staff ratio, including recruiting early childhood educators and support staff who are passionate about working with young children.
- Flexible grouping/scheduling so that staff group assignments are designated to accommodate the varying needs of students throughout the program.
- Additional support such as Volunteers (VIPS) and Interns.

The ELO-P team collaborates with the district's Early Learning Office to provide additional support such as orientation training, resources and ongoing professional development to support the needs of younger students, i.e., Early Education Symposium and Early Childhood Environment (ECERS) training to provide appropriate strategies and indoor and outdoor spaces. Curriculum, supplies and program will be designed to be developmentally informed, specifically addressing the needs of TK and Kinder 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?

ELO-P uses a district online platform where families can access program details, schedules, and enrollment options. Additionally, outreach efforts include flyers, emails and the leveraging of social media to share information widely and promptly.

LBUSD utilizes the School Messenger system to send out communication to families in home languages as a text and as an email. In addition to the school messaging system, information and offerings are listed on the district's website. As a Tier 1 funded program, ELO-P prioritizes equitable access for its community, ensuring that resources and opportunities are readily available to support the needs of students. District staff and Education Liaisons are readily available to provide registration assistance.

This comprehensive communication strategy ensures that families are informed and empowered to participate in the ELO-P program. ELO-P ensures broad accessibility for all students, particularly its high population of unduplicated pupils, by utilizing a variety of communication methods to reach families effectively. Enrollment information is stored in the district's Synergy data system. Transportation is not included as ELO-P is offered at all elementary sites during the school year.

### **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.

LBUSD recognizes the value of field trips as part of the Expanded Learning Opportunity Program. ELO-P offers educational and enrichment experiences that align with the program's objectives. Field trips are designed to deepen students' understanding of topics explored in their ELO-P program, enhancing knowledge and providing students real-world experiences. Field trips will be designed to deepen students' understanding, interests, and opportunities. Trips are directly tied to the Learning in Afterschool Principles (LIAS) in ELO-P and help students grow academically and culturally.

Quality afterschool learning is built upon key principles that aim to foster holistic youth development and engaging learning experiences, notably emphasizing active, collaborative, meaningful, mastery-oriented, and horizon-expanding opportunities. Field trips connect to areas such as science, art, nature, college and career exploration and culture, allowing students to experience the world around them. Trips will connect to areas such as science, art, nature, college and career exploration and culture.

ELO-P field trips are directly tied to the experiences and opportunities intended in ELO-P. ELO-P Administration, Coordinators, Site Supervisors/Directors coordinate and plan field trips. Proposed trips go through the ELO-P approval process, which includes completing and submitting pre-approval and field trip requests forms to the ELO-P Office. Field trips organized through ELO-P must adhere to district field trip ratio requirements. Transportation will be provided by buses when appropriate. Meals will be provided through existing snack and meal plans.

## **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.

Long Beach Unified provides free or subsidized cost ELO-P programs. For sites that collect fees during the school year, a sliding scale considering family income is used to determine costs. Summer and intersession programs are free of costs and fees for all students. Unduplicated students are not charged fees either during school days, summer, or intersessions.

### 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.**

Schoolday Regular Sample Schedule	
6:30 - 8:00 a.m. Before School ELO-P Program	Check In, Academics, Enrichment, Physical Activity, Breakfast
8:00 a.m. - 2:00 p.m. early start sites or 9:00 a.m. - 3:00 p.m. late start sites	Instructional Day
2:00 - 6:00 p.m. or 3:00 - 6:00 p.m.	ELO-P
2:00 - 2:30 p.m. or 3:00 - 3:30 p.m.	Check In/Sign In, Nutrition/Snack
2:30 or 3:30 - 6:00 p.m.	Academics, Enrichment, Physical Activity Supper, Sign Out
<b>Total Hours 10 (early start schools) or 9 (late start schools)</b>	

Summer and Intersession Sample Schedule	
8:00 - 8:30 a.m.	Check In, Sign In, Breakfast
8:30 - 9:00 a.m.	Outside Physical Activities
9:00 - 10:00 a.m.	Academic Enrichment Math, Reading, Writing, Social Emotional

10:00 - 11:00 a.m.	Outside Activities, Sports, Exercise, Science (i.e., gardening, nature walks/observations and explorations)
11:00 a.m. - 12:00 p.m.	Lunch
12:00 - 12:30 p.m.	Music and Movement
12:30 - 2:00 p.m.	Enrichment Art, STEM, Music, Dance, Drama
2:00 - 3:00 p.m.	Outside Physical Activities, Nutrition/Snack
3:00 - 5:00 p.m.	Clubs, Leadership/Youth Councils, Team Building, Student Choice Exploration/Play i.e., crafts, building blocks, technology, math manipulatives, literacy activities, science experiments Supper, Sign Out
<b>Total Hours 9</b>	

## 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.