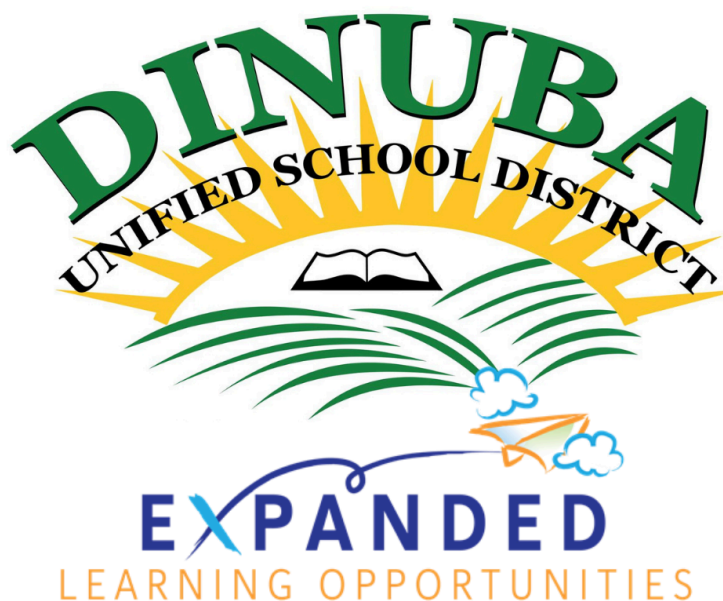


Expanded Learning Opportunities Program Plan Guide



Prepared by:

Dr. Matt Gehrett, Director

Adriana Hayes, Coordinator

1327 E El Monte Way

Dinuba, CA 93618

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Name of Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Dinuba Unified School District

Contact Name: Dr. Matt Gehrett

Contact Email: matt.gehrett@dinuba.k12.ca.us

Contact Title: Expanded Learning Director

Contact Phone: (559) 960-7427

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. Grand View Elementary
2. Jefferson Elementary
3. Roosevelt Elementary
4. Kennedy Elementary
5. Lincoln Elementary
6. Wilson Elementary
7. Washington Intermediate
8. New Middle School

Governing Board Approval Date: February 12th, 2026

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. Specify whether the program will be offered on the school site or off-campus. If not on-site, 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.

Dinuba Unified School District's Expanded Learning Opportunities Program (ELO-P) prioritizes providing a safe, nurturing, and inclusive environment where students engage in hands-on learning, develop new interests, and strengthen academic and social skills. During the 25-26 school year, the program operates at all six elementary school sites (1-6), one TK/K program (morning and afternoon), and one junior high school site (7-8). Starting in 26-27 and subsequent years, the program will operate at all six elementary school sites (TK - 5) and two middle school sites (6 - 8). In addition, ELO-P offers 30 nine-hour intersession and summer program days for students in grades K–6. All services are provided on school campuses and partner sites, ensuring consistent supervision and safe access for students.

To support high-quality implementation, Dinuba Unified partners with the Tulare County Choices After-School Program, the City of Dinuba After-School Program, Pro Youth, and additional community organizations. All partners work collaboratively to maintain safe program environments and align practices with district expectations.

A key component of ELO-P's safety model is a well-trained staff equipped in both safety protocols and best practices for youth development. Each site is provided with a comprehensive safety binder containing emergency contacts, safety drill schedules and procedures, evacuation maps, incident reports, behavior support flowcharts, and after-action review tools. The ELO-P department also provides ongoing professional development each semester for all after-school personnel.

Program expectations for student conduct align with each school's daytime behavioral standards. Choices and City partners alternate in facilitating monthly emergency drills that mirror regular school-day procedures. All programs utilize

district-issued communication radios, and every campus maintains a single secured entry point staffed by Gatekeepers. Gatekeepers use the 6Crickets platform to verify pick-up persons through PowerSchool and manage student release, significantly enhancing campus safety.

To further strengthen student support, the district has hired four ELO-P custodians and two ELO-P nurses who rotate across sites from 2:00–6:00 p.m. Custodians ensure learning spaces remain clean and safe. Nurses coordinate with daytime health staff, manage after-school medications, support students with medical needs, and respond to emergencies. Student medical information is securely transferred from PowerSchool to 6Crickets, allowing program leads immediate access when needed.

Program operations are overseen by a classified ELO-P Coordinator who collaborates with district partners, principals, teachers, staff, and families to maintain consistent communication and program cohesion. Seven ELO-P Site Leads support daily operations at each school, serving as liaisons between partners and daytime staff to ensure seamless transitions and a unified approach to student safety and support.

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.

Dinuba Unified's Expanded Learning Opportunities Program (ELO-P) is committed to fostering an emotionally safe and supportive environment for all students. Program staff implement consistent Classroom Management practices and Positive Behavioral Interventions and Supports (PBIS) across all sites. Students are encouraged and celebrated through a variety of positive reinforcement strategies, including verbal affirmations, scoreboard systems, positive notes home, leadership roles, and access to special rewards. These approaches help validate student effort and build confidence.

Social-emotional learning (SEL) is intentionally integrated into daily programming. Staff build trusting relationships with students and engage them in inclusive activities that promote communication, problem-solving, cooperation, and play. Additional SEL support is provided through structured lessons and enrichment opportunities offered by partners such as Choices, the City of Dinuba After-School Program, Elevo, On Stage, Girls on the Run, teacher-led clubs, and Health Force.

To ensure students feel safe and supported, each site displays visual reminders, including SEL posters and expectation charts, that reinforce empathy, respect, and emotional well-being for students and staff. In addition, the ELO-P has created a Safe and Supportive Rubric used by staff to assess physical and emotional safety on their campus. The rubric includes an anonymous reporting mechanism that allows staff to confidentially flag concerns, identify areas for improvement, and ensure proactive responses to any unsafe or unsupportive conditions.

Family engagement is an essential component of the program's supportive environment. ELO-P Leads, Supervisors, and Administrators maintain open communication with families and collaborate as student needs arise. Parent nights held after school provide families with opportunities to meet staff, explore program offerings, support their child's participation, and share feedback. The ELO-P plans to expand family-focused activities during the summer to further strengthen parent partnerships and promote understanding of program components. We are beginning to implement ELO-P open houses, priority registrations, and parent chaperones/volunteers. These family engagement plans will be fully implemented during the 26/27 school year.

When students require additional support, Program Leads collaborate with daytime administrators and the Student Services Department to ensure staff have access to relevant information, including IEPs, 504 plans, and accommodation needs. Staff receive ongoing professional development each fall and spring, delivered by district departments, partners, and community organizations to deepen their understanding of student needs and enhance their capacity to maintain emotionally supportive learning environments. More training and support for staff are being explored.

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.

Dinuba Unified School District's Expanded Learning Opportunities Program (ELO-P), in collaboration with the Tulare County Choices Program, Pro Youth, the City of Dinuba After-School Program, and the Dinuba Unified teaching staff, is committed to providing active, engaging learning experiences that intentionally support, without duplicating, the instructional day. Program design and instructional strategies are research-based and tailored to meet the diverse needs of students, including English Learners, students performing below grade level, students with disabilities, and those impacted by socio-economic challenges.

ELO-P enrichment activities emphasize Social-Emotional Learning, physical activity, and hands-on educational experiences. Instruction incorporates evidence-based practices such as connecting to prior knowledge, reinforcing effort, using models and videos, posing open-ended questions, scaffolding content, promoting experiential learning, and engaging students in inquiry-based tasks. Site Coordinators and Program Leaders regularly monitor student engagement and activity outcomes to guide program adjustments and continuous improvement.

Students participate in a wide range of hands on enrichment opportunities, including sports, STEAM activities, and other student-led projects that promote curiosity and creativity. Field trips play a vital role in extending learning beyond the classroom by helping students make real-world connections. Past and potential destinations include Fresno Pacific University, Yosemite National Forest, Rawhide Baseball Stadium, Fresno State's Downing Planetarium, and the Kingsburg Historical Museum.

Literacy development is a core program component at every site. Students engage in speaking, listening, reading, and writing through activities such as sustained silent reading, journaling, pen-pal writing, dramatic performances, presentations, read-alouds, and vocabulary development. Digital literacy is supported through access to Chromebooks for a variety of curriculum-specific software for independent learning and academic skill development. Sites also coordinate access to school libraries to promote exploration, independent reading, and technology integration.

ELO-P further enhances student engagement through teacher clubs and community partnerships, which include sports, theatre, robotics, book club, dance, 3D printing, cooking, art, gardening, and more. These activities are designed to cultivate confidence, collaboration, and a lifelong love of learning. Connecting these clubs to the high school pathways with guest speakers, field trips, or culminating events will help students build real-world connections and deepen their passion for learning.

Program quality is strengthened through ongoing coaching and professional development provided by the ELO-P District Coordinator, Choices Director, and City After-School Program Director, ensuring staff are prepared to deliver high-impact, engaging learning experiences.

3—Skill Building

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

Dinuba Unified's Expanded Learning Opportunities Program (ELO-P) provides students with a wide range of structured activities designed to build academic, social, life, and enrichment-based skills. All sites offer daily homework support in a classroom-like setting, where students work independently or collaboratively to complete assignments. ELO-P Leads and Tutors check homework for accuracy and completion, ensuring students receive timely feedback. This routine reinforces personal responsibility, self-discipline, organization, and effective study habits. The academic offering is a component we are looking to strengthen through collaboration with the curriculum department. Pilots and discussions are in the works for Spring to enhance the academic block for students and staff in the 26/27 school year.

Beyond homework assistance, students have access to grade-appropriate academic enrichment opportunities (teacher-led clubs), including Girls on the Run, 6th-grade and intramural sports, book club, robotics, dance, 3D printing, cooking, art, gardening, STEAM activities, and more. These activities deepen student engagement while developing collaboration, creativity, critical thinking, and communication skills.

The ELO-P's academic and enrichment components are designed as an expansion, not a duplication, of the daytime program. Students participate in athletics and physical fitness activities that promote healthy habits and gross motor skill development. STEAM instruction is a core element woven throughout enrichment programming, and course offerings are tailored to students' needs and interests at each site. Resources and curricula may include:

CTE High School Pathways Partnerships

STEAM On Demand

Skillastics

Achieve 3000

On Stage Theatre

Accelerated Reader

Impossible Science

Health Force Medical Academy

Work Ed Culinary Curriculum

Arts Attack

Elevo sports

In addition, ELO-P offers intersession programming during June and July, featuring specialized learning experiences such as Summer Learning Academy with enrichment and academic components, sports camps, and educational field trips. These opportunities promote team building, leadership, and skill development in meaningful real-world contexts. All intersession days include breakfast, lunch, and supper to ensure students remain nourished and ready to learn. We use Dinuba Unified Teachers and Instructional Aids when possible to lead our summer and intersession opportunities in collaboration with curricular vendors.

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.

Dinuba Unified's Expanded Learning Opportunities Program (ELO-P) is committed to fostering youth voice, leadership, and agency by creating meaningful opportunities for students to influence program experiences and contribute to their school community. All ELO-P sites offer students the opportunity to earn structured roles that allow them to take ownership of daily operations and practice leadership skills. These after-school student jobs include Hall Monitors, Assistant Leads, Scorekeepers, Assistant Coaches, Spirit Coordinators, and Cafeteria Managers. Through these positions, students learn responsibility, communication, and teamwork while serving as role models for their peers.

Positive character development is recognized and celebrated through classroom and cafeteria shout-outs, positive notes home, and rewards that reinforce leadership and high character. The program is exploring additional recognition

opportunities—such as Student of the Month awards, character contests, student-led marketing or social media teams, and special events or trips for exemplary student leaders—to continue elevating youth voice and participation.

Student input is central to the program's design and continuous improvement efforts. ELO-P administers student surveys in both the fall and spring to gather feedback on program quality, staff support, activity preferences, and overall sense of belonging. Survey results directly inform enrichment offerings, training needs, and program improvements for the following year. Students are also encouraged to share ideas informally with Site Leads and staff throughout the year, ensuring their voices influence day-to-day operations as well.

Youth choice is embedded in enrichment offerings, allowing students to select clubs, activities, and learning experiences that align with their interests. Enrichment activities often include opportunities for students to engage in discussions, presentations, collaborative projects, and peer mentoring, promoting communication and leadership development.

Service-learning opportunities further support youth leadership by empowering students to identify needs in their community and collaborate on group projects that foster civic engagement, empathy, and teamwork. We are connecting and participating in community celebrations such as Raisin Day, Christmas Parade, and Cinco de Mayo events.

Together, these structures ensure that student voice drives program quality and that every student has opportunities to develop leadership skills within a supportive and inclusive environment.

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.

Dinuba Unified's Expanded Learning Opportunities Program (ELO-P) prioritizes student health and well-being by providing consistent access to nutritious meals, physical activity, and wellness education. The District's Food and Nutrition Department collaborates closely with ELO-P staff to ensure all students receive breakfast, supper, and snacks that meet state and federal nutritional standards aligned with USDA Dietary Guidelines. Staff remain attentive to food allergies and ensure that students with dietary restrictions receive safe, appealing alternatives. All meals and snacks are prepared and delivered by the District's Food and Nutrition Department. Examples of healthy snack options include whole-grain crackers, string cheese, 100% fruit juice, and milk.

Each site has access to the District Wellness Plan and uses it to guide the planning of activities that promote healthy choices and behaviors. Nutrition education and health awareness are reinforced through daily routines and enrichment activities that encourage students to develop long-term healthy habits.

Physical activity is an essential component of ELO-P programming. Through Elevo, students participate in structured, inclusive sports that emphasize safety, teamwork, and enjoyment. Activities include non-competitive volleyball, basketball, wiffleball, flag football, track, and soccer. Two competitive tournaments are offered for students who want to compete: basketball in the fall and soccer in the spring. ELO-P staff, specifically Choices personnel, receive training in physical activity development and implementation through the annual Summer Training Institute and through Saturday Academy professional development offered throughout the year.

Students in grades 1–6 are provided opportunities to engage in organized sports, fitness routines, and cooperative games that support both physical health and social skill development. TK and kindergarten students participate in age-appropriate movement, active play, and motor skill development in the Pro Youth program at Sierra Vista.

Outdoor education is incorporated into intersession programming to help students develop an appreciation for local natural environments and encourage healthy exploration, curiosity, and physical engagement with the outdoors. For instance, an outdoor club provided by Fresno Pacific will be piloted at Washington Intermediate in the spring. This club highlights key concepts like conservation, navigation, natural resources, and others followed by a trip to a national park. Based on the pilot results, other outdoor education opportunities will likely follow.

Together, these efforts ensure students have daily opportunities to make healthy choices, engage in physical activity, and build behaviors that contribute to lifelong wellness.

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.

Dinuba Unified School District's Expanded Learning Opportunities Program (ELO-P) is committed to creating inclusive learning environments where all students feel valued, respected, and supported. The program embraces the district's vision of *"Ending Generational Poverty Through Education"* by promoting equitable opportunities, culturally responsive practices, and positive personal development for every student, regardless of race, ethnicity, religion, income level, national origin, physical ability, sexual orientation, gender identity, or linguistic background.

The ELO-P intentionally recruits and prioritizes enrollment for traditionally underserved student groups, including low-income students, English Learners, foster youth, homeless youth, and students with disabilities. Staff work closely with school sites to ensure that students with disabilities receive necessary accommodations and individualized plans to support their safe and successful participation. This includes reviewing flagged information in 6 Crickets and collaborating with Principals, Learning Directors, parents, nurses, front office staff, Student Services, teachers, case managers, and 504 coordinators to ensure seamless transitions from the school day into after-school programming.

To promote cultural and linguistic diversity, staff deliver instruction using a variety of modalities that honor different learning styles and linguistic needs. Instructional materials and resources reflect diverse cultures and perspectives, helping students develop cultural awareness and appreciation. Team-building activities are intentionally incorporated to foster connections, increase trust, and create a sense of belonging, which encourages students to confidently explore new skills in a non-threatening environment.

The ELO-P ensures students have equitable access to learning tools by providing technology and Chromebooks consistent with what they use during the regular school day. When barriers to enrollment arise, such as transportation or family access needs, the Choices, City, and Pro Youth management team meets with the ELO-P Coordinator to problem-solve the individual needs of the family. The goal is to enable all families to register for and attend the program. Each school site has a maximum capacity that we are building programs to meet. We continue to work on the program's equity by prioritizing waitlist needs, increasing capacity when possible, providing registration resources, and conducting attendance audits.

By maintaining inclusive practices, providing individualized supports, and actively addressing barriers, the ELO-P ensures all students have meaningful access to enriching, diverse, and equitable learning experiences.

7—Quality Staff

Staff Engagement

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

Dinuba Unified's Expanded Learning Opportunities Program (ELO-P) is committed to ensuring students engage daily with highly qualified, well-trained staff who foster academic, social, and emotional growth. To support this commitment, ELO-P and Dinuba Unified's Human Resources department has established a set of onboarding requirements that each staff member must complete before working with Dinuba students. The following requirements are included in each provider's contract:

1. Fingerprint clearance through the California Department of Justice, *FBI, and DOJ*
2. Tuberculosis (TB) risk assessment or clearance completed within the past four (4) years and signed by a physician (*chest X-ray results valid for ten (10) years*)
3. Completion of Keenan Mandatory Training; either by their agency or by Dinuba Unified -
 - BullyBullying: Recognition and Response (57 minutes)
 - Mandated Reporter: Child Abuse and Neglect (60 min)
 - Sexual Harassment Prevention for Non-Managers (51 minutes)
 - Sexual Harassment Staff-to-Staff (17 minutes)
 - Sexual Misconduct: Staff-to-Student (37 minutes)
 - Title IX Compliance Overview (29 minutes)

- Youth Suicide Awareness, Prevention, and Postvention (67 minutes)
- Possible other trainings as needed

Must be completed before the start of their first day on campus

Professional Development and Training

To further enhance student engagement with quality adults, the ELO-P District Coordinator partners with the district departments and community partners to deliver a professional development series called “We are Dinuba”. In these three professional development days per year, all after-school personnel learn about safety procedures and district expectations, PBIS efforts, data from student, parent, and staff feedback, Tier 1, 2, and 3 supports, early child development and learning, how to report and investigate scenarios, and the vision for the semester to come. All after-school personnel will continue to receive training throughout the school year to enhance their professional skill sets and provide the best possible service to students.

In addition to hosting professional development opportunities with our community partners, the ELO-P takes pride in hiring and training district teachers who lead after-school clubs for 1st-8th-grade students. Teachers are onboarded with a program overview, goals, procedures, and future direction. Having our teachers be part of the program increases professionalism, opportunities, student engagement, and campus safety.

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)]).

To ensure that ELO-P staff can support students’ academic development, all Expanded Learning instructional staff must meet the minimum qualifications for an Instructional Aide. Minimum qualifications include: Completion of 48 semester units at an institution of higher education; or obtained an associate’s, bachelor’s, or master’s degree; or passed the Instructional Aide examination offered by the Tulare County Office of Education.

Health and safety screening is done through our partners and DUSD HR. All contracted organizations are required to document this process through their contracts and ongoing audits/communications with the expanded learning department.

In grades TK and K, the staffing ratio for all programs is 10:1. In grades 1st-8th, the staffing ratio for all programs is 20:1. These ratios are ensured through direct observation and regular audits of class and club rosters.

As additional ELOP positions are created in the future, the director and coordinator will work closely with DUSD HR to ensure that highly qualified individuals fill

positions in accordance with district and specific vocational standards. Professional development will be provided in accordance with the specific duties and responsibilities of the position.

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)]).

Professional Development (PD) is a central key to providing effective education after-school. The Expanded Learning Department, along with its partners, develops high-quality professional development for all staff that aligns with the district's goals and reflects the Quality Standards for Expanded Learning Programs.

Each year, the DUSD Expanded Learning Department provides three full days of professional development for all staff, both internally and externally, which ELOP funds. The professional development days are attended by all partner organizations along with district staff.

Program training and workshops focus on, but are not limited to, the following:

- Twelve Quality Standards for Expanded Learning Programs
- Continuous Quality Improvement (CQI)
- Staff roles and responsibilities
- Program policies and procedure
- Mandated Reporting
- Safety procedures
- CPR/ First Aid
- Substance Prevention
- School safety / emergency response / student health
- Relationship building and communications
- Classroom management / Positive Behavior Interventions and Supports
- Inclusion and effective strategies for working with English Learners
- Youth development principles and practices
- Program alignment: connecting the core day to after-school
- Academic support
- Reading, ELA, Math, and STEAM
- Project-based and service learning
- Workplace professionalism
- Social-Emotional Learning workshops

Beyond this professional development described above, Choices' staff receive a minimum of 6 PD opportunities throughout the year through a Saturday Academy: 3 in the Fall semester and 3 in the Spring semester. Each academy is a 4-hour learning experience taught by practitioners from multiple educational and community-based agencies. Sessions may be conducted by school teachers, district administrators, California Teaching Fellows Foundation staff, and/or Tulare

County Office of Education staff representing Educational Resource Services, school nurses, etc.

8—Clear Vision, Mission, and Purpose

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

Mission

The Dinuba Unified Expanded Learning Program is committed to creating hands-on learning experiences that spark curiosity, foster creativity, and encourage students to explore the possibilities of their future.

Vision

The Dinuba Unified Expanded Learning Program envisions a future in which all students have access to high-quality, hands-on learning experiences that broaden their perspectives, strengthen essential skills, and prepare them to pursue academic, career, and life opportunities with confidence.

The following are goals to enhance and expand our mission and vision statements:

- Provide high-quality, hands-on STEAM experiences that align with Common Core State Standards, NGSS standards, and project-based and inquiry-based learning.
- Provide Social-Emotional Learning (SEL) programs that address the academic, social, emotional, and physical needs.
- Engage students in healthy choices, wellness, and physical fitness activities.
- To ensure site-specific needs are met, needs-based assessments will be conducted periodically throughout the year and during intersession periods. Tools to conduct research and evaluation may include all or some of the following:
 - Student, parent, and staff surveys
 - Interviews and Focus Groups
 - Usage of the Quality Self-Assessment Tool based on the Twelve Quality Standards for Expanded Learning
 - Site observations
 - Consultation for our Continuous Quality Improvement (CQI) vendor
 - Feedback will be solicited from site administrators, site resource teachers, school day teachers, ELO-P staff, Tulare County Office of Education staff, parents, students, and other community agencies that support the ELO-P's development.

- With input from students, parents, teachers, staff, and administrators, the district will adjust goals to meet students' needs. The program's objectives include:
 1. Build collaboration with teachers, site principals, district leadership, and parents to provide robust enrichment programs based on site and district goals and initiatives.
 2. Provide students with structured physical fitness and healthy nutrition and safety practices that are aligned to the district Wellness Policy and to the California Physical Education Content Standards to promote healthy lifestyles and physical development.
 3. All after-school program staff will promote the social-emotional development of all students and will develop relationships with students so that every student feels valued, safe, and respected.
 4. Provide students and parents with opportunities to give feedback about the program, participate in leadership roles, and develop ideas for programs.

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 active role in shaping the Expanded Learning Program and are engaged throughout the year through multiple formal and informal feedback opportunities. Family input has been central to the development and refinement of the program plan.

To inform program design, parent surveys are administered following each summer program opportunity to gather feedback on registration, safety, scheduling, activities, and overall satisfaction. During the school year, families are surveyed at seven parent nights and through periodic electronic surveys to ensure broad participation and accessibility. This feedback is reviewed by program staff and used to guide program improvements, activity offerings, and family engagement strategies.

Student voice is also intentionally incorporated into program planning. Students are surveyed in both the fall and spring to assess interests, engagement levels, and satisfaction with program activities. In addition, staff regularly monitor attendance patterns and solicit student feedback on individual clubs and enrichment offerings to determine which activities are most engaging and where adjustments are needed.

Beyond surveys, ongoing communication with families occurs through informal conversations at school gates, family events, and program activities. These interactions provide valuable real-time insight into student needs and family priorities

and help strengthen relationships between staff and families.

Together, these strategies ensure that student and family input meaningfully informs program planning and supports continuous improvement throughout the year.

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.

The primary after-school partners of the ELO-P are the Choices' After-School Program, Pro Youth, and the City of Dinuba's After-School Program. The Choices and City Programs provide direct staffing and coordination at each of our ELO-P sites and work closely with Dinuba Unified School District to develop and implement curriculum and enrichment activities. Our Dinuba Unified Teachers are an excellent resource for ongoing input as well, as they run our after-school clubs and lead intersession camps.

The strongest partnerships are those established with site administrators and parents; in addition, efforts are made to integrate local community partners who share a mutual interest in promoting healthy student development. As community needs change, partnerships are likely to shift as well. The list below names parties that will support the program through in-kind services, community events, opportunities for students to become involved in the community and school, or by providing resources to parents.

CHOICES Prevention Intervention Education

The City of Dinuba Parks and Recreation

District's Counseling Program

District's Health and Human Services

District Food and Nutritional Services

Tulare County Health and Human Services Agency

Tulare County Office of Education

Tulare County Office of Education School Health Programs

Tulare County Office of Education CHARACTER COUNTS!

School Sites' Booster Clubs

Tulare County Employment Connection / Employment Development Department

College of the Sequoias

Food Link of Tulare County

Dinuba Sunrise Rotary

Dinuba Lions Club

Tulare County Step Up Youth Challenge

Dinuba Police Department

We continue to align our efforts with the Community Schools initiative, strengthening the expanded learning pillar to provide families with a more holistic system of care.

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.

Dinuba Unified School District uses a Continuous Quality Improvement (CQI) process to assess program effectiveness, support student social, behavioral, and academic skill development, and guide intentional program planning and management. The Coordinator of Expanded Learning Opportunities oversees CQI implementation and ensures alignment with the California Quality Standards for Expanded Learning.

Program monitoring and reflection occur through partner and admin meetings throughout the year, as well as through numerous data-collection efforts. These meetings are used to review implementation, address challenges, and ensure alignment between the Expanded Learning Program and the regular school day.

To strengthen its CQI efforts, the district has contracted with Consult 4 Kids to support the development and implementation of a comprehensive CQI plan. The CQI consultant conducts site visits, supports professional development, and assists with the creation and monitoring of site-based improvement plans. Findings from site observations and data reviews inform staff training, instructional strategies, and program enhancements.

Dinuba Unified collects and analyzes both quantitative and qualitative data to guide program improvement. Quantitative data used for baseline review and ongoing monitoring include program attendance, regular school day attendance, English Learner status, and CAASPP performance levels in English language arts, mathematics, and science. The district also generates academic progress reports using Achieve 3000 and Accelerated Reader data.

Qualitative data are gathered through surveys and feedback from instructional-day club teachers, Expanded Learning staff, students, and parents to assess perceptions of program impact on student learning, engagement, and school connectedness. Feedback is intentionally used to drive program decisions, identify professional development needs, and refine student supports.

Each school site develops an implementation and strengthening plan informed by its specific data, student needs, and community priorities. The CQI cycle, plan, implement, assess, and reflect, guides ongoing professional development and continuous refinement of program practices. Each site is also equipped with a standard specific rubric for the school year. Sites can work as a team to make progress on their rubric and drive change related to the targeted standard all year.

Regular school day attendance is closely monitored as a key indicator of student success, and proactive strategies are implemented when attendance concerns arise. Open and transparent communication with parents and caregivers supports student participation and engagement. Expanded Learning staff collaborate closely with site administrators and teachers to ensure a seamless transition from the regular school day to after-school programming and to maximize positive student outcomes.

11—Program Management

Policies and Procedures

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

The Expanded Learning Program in Dinuba is in the process of formalizing a comprehensive Program Policies and Procedures Manual to guide program management and daily operations. A draft version of this manual is included as an addendum to this plan.

The manual outlines key operational policies and procedures, including enrollment and registration processes, attendance tracking and record-keeping practices, staff roles and responsibilities, student supervision, health and safety protocols, and data management procedures aligned with Expanded Learning Program requirements.

While some components of the manual are currently in draft form and continue to be refined, the policies and procedures described reflect current operational practices or those actively being implemented. The program is committed to fully developing, approving, and implementing all policies to ensure consistency, accountability, and compliance with state and local Expanded Learning requirements.

The finalized manual will serve as a living document, reviewed and updated regularly to reflect program growth, continuous improvement efforts, and evolving regulatory guidance.

<https://docs.google.com/document/d/1y0VIE4ROVQOXjoviXK4qeS3HsCStH9eQv81>

<fyVS0kAk/edit?usp=sharing>

Budget

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

During the 25-26 school year, the budget is set at \$6,300,000.00, which is broken down into the following broad categories.

- Program Contracts with partners and curriculum vendors (\$3,528,000) 56%
- Classified Salaries (\$882,000), 14%
- Certificated Salaries (\$504,000), 8%
- Benefits (\$630,000) 10%
- Supplies, rentals, travel, and other costs (\$756,000, 12%)

These costs are based on current student and family needs in the community. Parents, staff, and students are surveyed multiple times per year to determine current program needs and preferences. This insight from surveys and other interactions with families, along with district goals, guides staff in creating the annual program and budget for expanded learning. All decisions are guided by the DUSD business department and the following district policies.

[Policy 3100: Budget](#)

[Policy 3311: Bids](#)

[Policy 3314: Payment for Goods and Services](#)

[Policy 3512: Equipment](#)

[Policy 3600: Consultants](#)

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

The budget will be executed by DUSD staff and community partners, with direct oversight from the District Director, Program Coordinator, and the Business Department. To ensure alignment with the board-approved Expanded Learning Opportunities (ELO) plan, the DUSD School Board will review and authorize all contracts before implementation.

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 X No

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

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

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The Expanded Learning Program serving Transitional Kindergarten (TK) and Kindergarten (K) students will maintain a pupil-to-staff ratio of no more than 10:1, in compliance with Education Code section 46120(b)(2)(D), through the collaborative partnership with Pro Youth. This lower ratio is maintained through intentional staffing assignments, daily attendance monitoring, and the presence of trained site leadership to ensure adequate coverage at all times, including during transitions, outdoor activities, and enrichment rotations.

TK/K programming operates within a structured daily schedule that balances academic support, enrichment, physical activity, nutritional breaks, and social-emotional learning. Pro Youth provides a morning and an afternoon program because Dinuba's Transitional Kindergarten (TK) and Kindergarten (K) students attend half-days of regular school. This format will change as our district transitions the Transitional Kindergarten (TK) and Kindergarten (K) students from half-day to full-day starting next school year (26/27). Transportation is and will be provided for all sites at all program times. Staffing schedules are aligned to student attendance patterns to ensure ratios are consistently met throughout the program day. Staff recruitment prioritizes candidates with experience in early childhood education, child development, or expanded learning programs. Recruitment efforts include outreach to local colleges, early learning programs, and community workforce partners.

All staff working with TK/K students receive targeted training before program launch

and ongoing professional development throughout the year. Training focuses on early childhood education, developmentally appropriate practices, behavior guidance, trauma-informed care, and social-emotional learning strategies. Staff are also trained in classroom routines, safety procedures, and methods for supporting English learners and students with diverse learning needs. Coaching and site-based support are provided by program leadership to reinforce effective practices and ensure staff are confident working with younger children.

The program maintains the required ratio through careful enrollment management, consistent attendance tracking, and a layered staffing structure comprising a Site Director, a Program Leader II, and Program Leaders. Substitute coverage plans and floating staff are used as needed to address absences and maintain compliance. Program leadership regularly reviews staffing and attendance data to ensure ratios are upheld at all times.

The TK/K curriculum is intentionally designed to be developmentally appropriate and aligned with the California Preschool Learning Foundations and Kindergarten Content Standards. Programming emphasizes hands-on, play-based learning that supports early literacy, numeracy, social-emotional development, and physical growth. Activities include small-group instruction, guided play, creative arts, music, structured physical activity, and language-rich experiences that promote engagement and exploration. Instruction is scaffolded to meet varied developmental levels, allowing students to build foundational skills at an appropriate pace while fostering curiosity, confidence, and a positive learning environment.

Offer and Provide Access

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

The LEA offers Expanded Learning Opportunities Program (ELO-P) services to students and families using culturally and linguistically responsive communication strategies to ensure broad awareness and equitable access. Program information is shared in both English and Spanish through multiple channels, including flyers, Parent Square posts, emails, text messages, and face-to-face conversations with families during student pick-up times and school events. These varied communication methods ensure that families receive timely, accessible, and understandable information about program opportunities.

To support access and readiness, families are introduced to the ELO-P enrollment process during the March parent night. During this event, families are informed about program offerings, timelines, and expectations, and are guided through the online registration process. This early outreach allows families to ask questions and prepare for the enrollment period.

Student enrollment for ELO-P opens on April 1 each year through the online platform 6crickets. When registration goes live, enrollment information is posted on the district website, distributed via email and text messaging, posted on Parent

Square, and shared through printed flyers provided to families at student pick-up. To reduce barriers to access, families may receive in-person assistance with registration beginning in April at school campuses, the ELOP office, Summer Learning Academy, other summer program sites, and during the open house event.

Following enrollment, families receive phone calls in mid-July to confirm student placement and program start dates. All enrollment forms and required signatures are completed and securely stored electronically within the 6crickets platform, ensuring accurate record-keeping and easy access for program administration.

Transportation is provided for all ELO-P programs to support student participation and ensure equitable access for families across the district.

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 the 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.

The LEA uses ELO-P–funded field trips as intentional educational and enrichment experiences that extend student learning beyond the classroom. All field trips are directly connected to the academic or enrichment components of the Expanded Learning Opportunities Program and are designed to support student growth academically, culturally, and socially. **Entertainment-only field trips are not permitted.**

Beginning this year, the LEA has strengthened its field trip approval and oversight process to ensure full compliance with ELO-P requirements. All proposed ELO-P field trips must be submitted through the ELOP Department using the Expanded Learning Department's Field Trip Application Packet. Trips are reviewed for educational alignment, vetted for compliance, and submitted for board approval. Providers are required to demonstrate the educational purpose of each trip through lesson plans and supporting artifacts that align with program learning goals. Copies of student permission slips must also be submitted.

The district coordinates all food, transportation, and admission fees associated with

approved ELO-P field trips. Program providers are responsible for providing qualified chaperones and ensuring that the required 1:10 pupil-to-staff ratio is maintained and that all staff meet district instructional aide requirements. All field trips follow district policies and procedures related to student safety, supervision, and transportation.

During the fall semester, students participated in ELO-P–coordinated educational field trips. Each trip lasted 2 to 4 hours, including transportation. Examples of approved educational field trips include:

Reedley College Nursing Lab – supporting learning in medical career-based facilities through the help of Health Force

Fresno State Planetarium – supporting science learning, astronomy concepts, and scientific inquiry through the help of the City After School program

Fresno Bonsai Garden – supporting cultural awareness, environmental science, and visual arts appreciation through the help of our Grand View teacher-led Garden club

Yosemite National Park – supporting learning in environmental science, natural ecosystems, conservation, geography, and cultural history through the help of our Fresno Pacific Wilderness club

Additional spring field trip submissions are currently under review. The LEA is also planning to expand learning opportunities in the upcoming school year by intentionally designing activities that lead up to and build upon field trip experiences, including pre- and post-trip lessons to deepen student learning and engagement.

The district's Field Trip Application Packet and an ELO-P–aligned menu of approved field trip ideas are provided below for reference:

<https://drive.google.com/file/d/1hNhHTO4EvR9jnBWklmKkPNTt9VrU90gc/view?usp=sharing>

<https://drive.google.com/file/d/1bysuLrrTjtH3IFs3rPkULR7YCHSo5EGL/view?usp=sharing>

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.

No program fees are collected.

Sample Program Schedule - Regular School Day

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

25/26 TK/K Afternoon Program Sample Schedule:

8:00 - 11:00 am: Morning program at their assigned school site

11:30 - 12:00 pm: Expanded Learning PM drop off / Play Center time

12:00 - 12:10 pm: Restroom / Water Break

12:15 - 12:40 pm: Supper Program

12:45 - 1:00 pm: Outdoor Activity

1:05 - 1:45 pm: Read aloud/Small Group Academic Activity

1:50 - 2:00 pm: Clean Up

2:00 - 2:15 pm: Restroom / Water Break

2:20 - 3:20 pm: Whole Class Enrichment Activity

3:20 - 3:40 pm: Snack #1

3:45 - 4:00 pm: Outdoor Activity

4:05 - 4:30 pm: Read aloud/Small Group Academic Activity

4:35 - 4:45 pm: Snack #2

4:45 - 5:00 pm: PM Dismissal / Pick-ups

5:00 pm: Program Concludes

The Morning Program mirrors the same schedule, except students attend their half-day afternoon program at their assigned school site from 11:30 am - 3:00 pm. This schedule is going to change for the 26/27 school year as the Transitional Kindergarten (TK) and Kindergarten (K) students begin attending full days at their assigned school site.

1st - 6th Grade Sample Schedule:

8:00 am - 2:35 pm: Day program at their assigned school site

2:35 - 2:45 pm: Day Program Dismissal / Sign-ins to Expanded Learning Program

2:45 - 3:15 pm: Supper Program

3:15 - 4:15 pm: Outdoor Activity / Clubs Begin

4:15 - 5:15 pm: Enrichment Activity/ Clubs Begin

5:15 - 6:00 pm: Academic Support / All Clubs Conclude (5:15 pm) / PM Pick-ups

6:00 pm: Program Concludes

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.