Expanded Learning Opportunities Program Plan Guide V 5.0

October 7, 2025

Prepared by:
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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: Millbrae Elementary School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Green Hills Elementary School
2. Lomita Park Elementary School
3. Meadows Elementary School
4. Spring Valley Elementary School
5. Taylor Middle School

Governing Board Approval Date: June 23, 2022
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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) will provide a safe and supportive environment that addresses the social-emotional learning needs of our students. The ELO-P will also provide a curriculum that addresses any learning gaps identified based on student performance data, while engaging students in enrichment activities to foster creative and innovative thinkers.

Safety is a priority for our programs. The ELO-P provider will participate in the San Mateo County Big 5 Safety Training, as well as any approved evidence-based crisis prevention training that is ABA and PBIS compatible, and PBIS Training. We will have an ELO-P program at each of our school sites where the ELO-P provider will work collaboratively with our teachers and staff. The before- and after-school programs will promote positive behavior reinforcement consistent with the PBIS model that exists in our schools during the instructional day.

All of our school sites will offer an ELO-P program on-site in collaboration with an ELO-P provider. At Lomita Park Elementary School, the ASES program will be combined with ELO-P. This will provide one consistent program for all students in the before and after-school programs.

The Millbrae Elementary School District added a portable classroom to Lomita Park during the 2025-2026 school year to be used by the ELO-P program before and after school. This facility will ensure adequate space for student programming and provide a consistent, safe, and conducive environment for students that supports the program's elements.

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.

The ELO-P provider creates an emotionally safe and supportive environment by combining clear safety protocols with intentional social-emotional learning (SEL) practices. Staff are trained in SEL, behavior intervention, and restorative practices, enabling them to model empathy, build positive relationships, and foster a culture of belonging. Students help establish behavioral expectations, and positive reinforcement is used to recognize effort and achievement. When challenges arise, restorative conversations are prioritized over punitive measures.

An Intervention Specialist supports students who need additional behavioral or emotional guidance while coaching staff on effective strategies. Daily activities integrate SEL through teamwork, cooperation, and problem-solving, while group discussions provide space for reflection and emotional growth.

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.

The program design will include educational and literacy elements in alignment with the Common Core curriculum. (Per Education Code 8482.3) Data from various sources will be utilized to design specific learning opportunities for students to participate in targeted interventions. Additional elements of the program will be designed to provide students with an opportunity to participate in enrichment activities, such as STEAM. All students will work on academic intervention and then get a short break, and participate in physical exercise. Students will receive a nutritious snack and then participate in an enrichment activity.

3—Skill Building

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

The program will be set up with a daily schedule accessible to all students, where students start with academic intervention support in alignment with data provided by the school site. There will also be an enrichment activity offered during the second half of the daily schedule. The enrichment activity will be STEAM-focused.

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.

This will be accomplished through the enrichment activity. Students will have the opportunity to participate in an enrichment activity and will also build leadership skills during this time.

5—Healthy Choices and Behaviors

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

The ELO-P provider will provide an after-school snack that will meet the healthy meal regulations. The provider must also adhere to LEA regulations regarding Behavior Incident Reports (BIR), Behavior Emergency Reports (BER), and Student Incident Reports. Programs will provide the LEA with an outline of organizational structures and processes to address student behavior. The Provider will provide the District with the discipline matrix that will be utilized by the program. Programs will incorporate PBIS and utilize recommended student accommodations to proactively address and reduce problem behaviors. Programs will support access to all students regardless of behavior.

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.

When the District selects students to participate in the ELO-P Program, it will ensure that all student demographics are represented. The Director of Educational and Administrative Services will help to ensure that all English Learners are supported. The Director of Special Education should be involved in the creation of all district-wide plans to ensure students with disabilities have appropriate access and opportunities. The provider will be responsible for providing all appropriate accommodations to ensure student access. This includes, but is not limited to, providing accommodations and staffing dependent on student need.

7—Quality Staff

Staff Engagement

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

The staff-to-student ratio will be 20:1 for 1st through 6th grade, 10:1 for TK and K, and 1:1 student support as needed. All staff hired by the ELO-P provider will meet or exceed the qualifications outlined in the Education Code as they relate to an Instructional Aide.

The LEA will invite the provider to District-wide training initiatives as appropriate to support all after-school programming.

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 ELO-P provider ensures all instructional aides and staff meet or exceed LEA and state requirements. Staff must clear DOJ, FBI, and Child Abuse Index background checks, complete TB testing and immunization verification, and pass a health screening before working with students. Site Leads are required to hold CPR and First Aid certification, and all staff complete mandated reporter training and an onboarding program covering supervision, safety, inclusive practices, SEL, and emergency procedures.

Staffing ratios comply with EC Section 46120(b)(2)(D) and licensing requirements. Site Leads oversee daily scheduling to ensure that ratios are maintained during arrival, dismissal, transitions, and enrichment activities.

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)]).

The ELO-P provider invests in comprehensive training and development to ensure staff can effectively engage and enrich students. All new staff complete onboarding before working with children, including training in safety, supervision, inclusive practices, mandated reporting, CPR/First Aid, and SEL-based behavior management.

Ongoing professional development includes weekly check-ins, monthly team meetings, structured observations, and coaching from Site Leads and directors. Staff also receive specialized support from an Intervention Specialist who models strategies, provides tools for behavior support, and reinforces SEL integration.

Up to three full professional development days are scheduled annually. These days focus on safety refreshers, curriculum planning, and engagement practices aligned with district goals. Staff also receive access to curriculum guides, SEL frameworks, and behavior management resources.

8—Clear Vision, Mission, and Purpose

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

The Millbrae Elementary School District's mission is to provide an appropriate enrichment and support program for students to have access to across the district. This program will be in alignment with and enhance the learning that occurs during the regular school day. The vision is to ensure students have the opportunity to be successful and to foster healthy relationships.

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.

The Millbrae Elementary School District Board of Trustees is partnering with Happy Hall Schools Inc. in 2023 as the provider to run the ELO-P program before and after school and an additional 30 days beyond the regular school year, as determined by the District.

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 Millbrae Elementary School District cabinet will review the ELO-P Implementation plan as part of the LCAP process to annually review and update the plan based on outcomes and feedback. Millbrae Elementary School District's Educational Partners for ELO-P include, but are not limited to:

- Happy Hall Schools
- Assessment and Online programs (i.e., IXL, Raz Kids, etc.)
- San Mateo County Libraries

MESD also partners with the San Mateo County Office of Education in the areas of Multi-Tiered Systems of Support and Universal Design for Learning. We plan on sharing these core strategies with Happy Hall leaders and staff.

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.

The program at Lomita Park will begin at 6:45 am to help ensure students are ready for the regular school day, which starts at 8:15 am. The program will be designed to support students and prepare them for the instructional day. The programs at Green Hills, Meadows, and Spring Valley will also offer a morning program, which will begin at 7:00 a.m. daily.

The after-school program at all our schools will begin immediately following the regular school day, starting with a healthy snack for the students. They will then have opportunities to engage in activities that support the regular day learning as well as enrichment activities. The after-school programming at Taylor Middle School will incorporate an after-school study hall and homework center to support students struggling in academic classes.

Students will also get physical exercise through athletic activities. Students will have access to programs to support them in completing any homework assigned that may give them trouble.

All elementary sites will:

1. Work collaboratively with the district to implement a comprehensive annual program evaluation plan, which shall include, but not be limited to, attendance tracking, parent, and participant surveys. The participant survey will provide data to assist with continuous Quality Improvement.

2. Seek regular input from the site principal, teachers, and district, including recommendations regarding staffing and programming, and coordinate and meet with principals and teachers as requested, ensuring the program supports current academic goals of the district.

3. Collaborate with MESD to demonstrate progress has been made toward meeting the program goals as outlined in the contract agreement, and collect data that addresses the performance indicators of the provider. Aspects of reporting are subject to change based on state requirements.

4. Utilize an electronic absence reporting system.
    a. Require that only authorized persons sign out a student from the program;
    b. Record and track all sign-in and sign-out entries by student name, unique identifier, date, and time;
    c. Identify, record, and track all entries or alterations made by program staff;
    d. Generate reports that identify input errors or inconsistencies;
    e. Identify and record absences;
    f. Require the reasons for late arrival or early release programs;
    g. Back up information on a daily basis and maintain the data for at least five years
    h. Prevent alterations of historical data;
5. Participate in District-wide initiatives

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.

Program management will be a collaboration with our ELOP Provider running the after-school programs and staff designated at each of the sites to ensure continuity throughout the day.
1. The program will work collaboratively with the district on governance, operational management, and evaluations.
2. Maintain a comprehensive safety plan consistent with the district's safety plan.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program[3]. How does this budget reflect the needs of students and families within the community?

For fiscal year 2025–26, the district has allocated $850,000 to contract with Happy Hall for before- and after-school Expanded Learning services. In addition, the district will incur the following expenditures to support program operations:

Custodian Staffing expense: $203,498

Administrative management cost: $21,000

Student support services: $100,000

This brings the total program cost to $1,114,498. At the conclusion of the fiscal year, the district projects a carryover balance of $523,578, which will be available for future program needs and sustainability.

To further support the Expanded Learning Opportunities Program, the district contributes cost-share resources, including use of facilities, utilities, and administrative staff time. These in-kind contributions help maximize available funding and ensure the effective and efficient delivery of services.

The ELOP budget is designed to meet the needs of students and families by providing academic support, enrichment opportunities, and a safe, engaging after-school environment. The program particularly benefits working families and underserved students, ensuring equitable access to high-quality extended learning opportunities.

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

The district will ensure proper implementation of the above requirements through a comprehensive and strategic approach to expanded learning opportunities. Specific student-to-staff ratios will be maintained at 10:1 for TK/K and 20:1 for grades 1-6 through targeted recruiting and full program adoption of the Happy Hall program. This staffing model enables effective supervision while providing individualized attention and support.

Happy Hall will provide Intersession and Summer Support on several dates throughout the academic year, including professional development days, winter break, spring break, and summer. Throughout these sessions, both programs will maintain the same high-quality programming and staffing ratios established during the regular school year. The plan also provides for the executive cabinet members to oversee the program, ensure compliance, maintain the budget, and update enrollment.

[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? X Yes ☐ 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.

The ELO-P funding will be used to support and enhance the ASES program at Lomita Park Elementary. The combination of these grants will allow for a richer learning experience for the students. The District will utilize classroom teachers in the after-school program whenever possible to further support the academic and social-emotional needs of our district students.

Transitional Kindergarten and Kindergarten

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

Transitional Kindergarten & Kindergarten students will be included in the before and after school programs provided by the ASES and ELO-P funding. The ELO-P provider is responsible for the recruitment and hiring of quality staff as required by Education Code as well as maintain the appropriate student-to-staff ratios. The ELO-P provider is responsible for and expected to maintain an age-appropriate and developmentally-informed curriculum to address this younger age group.

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?

Starting in the Spring, the District sent out two messages informing our families about ELO-P offerings through Happy Hall. We send our communication via ParentSquare and families can translate the message into different languages. We provided communication and a letter to eligible UPP families. Families enroll directly through Happy Hall. The District is in close communication with Happy Hall, informing them of which students are UPP and prioritizing these families for enrollment. Enrollment occurs online, and Happy Hall maintains a master spreadsheet of enrolled families, which is also shared with District personnel. Transportation is not provided, as a Happy Hall program is available at all five of our school sites.

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.

Currently, there are no off-site field trips offered in our ELO-P program.

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 fees are collected for our UPP students. Happy Hall does have some fee-paying students who are not UPP eligible at all of the sites, with the exception of Lomita Park.

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.**

Sample schedule can be found here:
https://www.happyhall.com/programs

Expanded Learning Enrollment Request Form:
https://docs.google.com/forms/d/e/1FAIpQLSeuSzeV32ZMpUkJ4LUH-frtTqyOpjJYvIzI4zIVWPyTH6OvyQ/viewform

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.