

2026 Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

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

1. Cambria Grammar School
2. Santa Lucia Middle School
3. Coast Union High School

Governing Board Approval Date:	May 13, 2021
Review/Revision Date:	June 25, 2026
Review/Revision Date:	

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning":

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":

Expanded Learning Opportunities has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The ELO-P programming is offered onsite at Cambria Grammar School (CGS), Santa Lucia Middle School (SLMS), and Coast Union High School (CUHS) where students are in a secure and familiar environment. Champions, our primary afterschool provider, ensures safe staffing ratios and provides incident reporting protocols aligned with district standards and is offered at both CGS and SLMS. All Champions staff are trained in CPR/First Aid, mandated reporting, and emergency preparedness. Health records are maintained in accordance with district policy, and students attending our on-campus homework club and tutoring sessions were provided academic assistance by a trained staff member who adheres to district safety protocols and has access to nutritious meals to support attendance and safety. Summer school is offered to CUSD students grades K-12, and transportation through district vehicles driven by certified and trained staff is provided both before and after programming.

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.

Social-emotional learning (SEL) is embedded throughout ELO-P activities, particularly in the Champions program. Staff build positive relationships and create inclusive environments through structured routines and restorative practices. Students have access to trusted adults who foster a sense of belonging and emotional safety.

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 offers enriching, hands-on learning experiences beyond the traditional classroom, including Coding for Kids and an incredibly rich and diverse offerings during Champions (art, science, music, garden education, field trips, academic support). Summer programming for incoming grades 1–12 includes both academic and enrichment options. Homework clubs and tutoring at all sites ensure ongoing academic support. These offerings engage students actively without duplicating the school day curriculum.

3—Skill Building

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

ELO-P programming intentionally builds academic, social, and enrichment-based skills. Academic support through tutoring and homework clubs strengthens foundational knowledge. Enrichment classes (coding, language) promote 21st-century skills. Champions' structured activities emphasize communication, collaboration, and problem-solving. Also, at Champions, there are ample mentoring and leadership opportunities. Unlike the regular school day where students are largely with their own grade levels, Champions provides structured and supervised experiences where students of mixed grades work together on enriching activities like music, art, science, and garden education.

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.

Student feedback is solicited regularly through informal check-ins and periodic surveys to tailor offerings. The California Healthy Kids Survey data is looked at closely by district staff to monitor how our students are doing in all settings. Champions provides students with opportunities to lead group games and support peers. At the middle school level, students mentor younger peers, especially during summer programming. Youth input influences program quality and activity selection. Our students who participate in EO-P programming have had speaking and presentation opportunities promoting Youth Voice and Leadership. This includes a recent report by CGS students to the board regarding their Coding for Kids experiences.

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.

All students in ELO-P receive healthy snacks and meals, particularly during the 9-hour summer days, at Champions, during tutoring and homework club, and PIQE evening events. Physical activity is integrated daily in Champions programming through structured play, sports, and movement breaks. Staff promote healthy habits and SEL strategies as part of daily routines. Garden education and sustainability elements are part of the Champions after school programming.

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.

Our programs reflect and celebrate the district's cultural and linguistic diversity, with specific outreach to newcomers during the summer and for targeted after school tutoring. This tutoring honors the home language while building bilingual skills. All students, including those with disabilities, are welcomed and accommodated with supports such as individualized plans and inclusive staffing. When enrolling for ELO-P, priority enrollment is given to students with unique needs including disabilities, socioeconomic status, and language acquisition needs.

7—Quality Staff

Staff Engagement

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

Students interact with caring, trained adults in all ELO-P activities at all sites. Tutors and Champions staff are selected for their ability to connect with youth and provide academic and emotional support. All staff are trained and have the proper certifications to be working with our students. Our annual surveys, both through our school district and the annual family Champions surveys indicate that parents are extremely happy and impressed with the staff and the engagement they have with their children.

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)]).

Instructional aides and tutors meet LEA requirements, including high school diplomas and completion of an AA or higher or passing scores on the district's proficiency exam. Champions has specific additional training for their staff. Many of our ELO-P offerings are supervised by our credentialed teachers and are placed in their ELO-P positions based on their skills and qualifications. Health and safety screening includes fingerprinting, TB clearance, and reference checks. Staff-to-student ratios are maintained at 1:20 or better (1:10 for TK and K), in compliance with EC 46120(b)(2)(D). District staff, additionally, has annual required trainings which include Mandated Reporting and other safety / health related elements.

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 ASSES, 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 includes up to 3 full days annually as well as multiple opportunities during the year (early release Wednesdays, for example), covering SEL, language development, trauma informed practices, youth development, inclusive practices, and enrichment activity design. Champions conducts its own staff training and aligns with district PD opportunities.

8—Clear Vision, Mission, and Purpose

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

The purpose of the ELO-P is to extend learning, belonging, and enrichment opportunities beyond the school day, especially for unduplicated pupils. Our vision is to ensure all students are supported academically, socially, and emotionally through engaging, accessible programming that connects families, schools, and communities.

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.

Input from students and families was collected via surveys and direct engagement. We also regularly get input from educational partners through meetings like School Site Council, Wellness, Safety Committee, DELAC, LCAP Forums, School Staff Meetings, and PTA. Our ELO-P programming is heavily influenced by parent and partner input, and programs like Champions, continued home to school transportation, and tutoring are all a result of educational partner input.

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 district partners with Champions for afterschool and summer programs. PIQE was engaged to provide SEL training to families. Programs are aligned with Multi-Tiered Systems of Support (MTSS) by targeting academic, social-emotional, and family engagement tiers. During Champions, many outside organizations partner with us to add to the enriching experiences our students experience including Camp Ocean Pines, Zoo to You, and One Cool Earth.

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.

Data is collected through attendance, behavior, family surveys, annual Champions survey, SEL and CHKS surveys, and academic monitoring. Staff use this data to adjust groupings, offer targeted supports, and align enrichment with student interests. Champions and the district collaborate on data review meetings. SEL indicators include school connectedness, growth mindset, and interpersonal skills. Examples of how we use the input data to continually improve are adding specific PIQE offerings that match what parents requested (SEL training and early childhood literacy training). Based on our annual Champions surveys, CQI is happening. Over the last few years, survey data continues to get better, and our program is receiving the highest marks from parents.

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 program follows district policies for enrollment, attendance tracking, incident documentation, and staff qualifications. Champions maintains parallel records, which are reviewed in coordination with district staff. The After School Safety Plan as well as other related policy and safety documents can be found at the following link: <https://www.coastusd.org/departments/safety-committee/safety-programs>

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?

The total Expanded Learning Opportunities Program (ELO-P) projected allocation for the 2026-27 school year is \$502,899. Our ELO-P program is funded through a combination of ASES and ELO-P funds and is designed to reflect the needs of students and families by prioritizing extended learning time, academic recovery, family engagement, and enrichment activities informed by community input.

Budget Breakdown:

Champions Programs (Total: \$362,301)

Regular School Year: \$297,341

Summer Session: \$64,960

After-School Academic Support and Enrichment: \$52,000

Tutoring, Homework Help, and “Coding for Kids” programs are supported by the remaining \$88,598.

Alignment with Community Needs:

This budget reflects our community’s priorities by ensuring:

Access to safe, enriching after-school care through our partnership with Champions, which serves the majority of our TK–8 students.

Learning recovery opportunities via on-site tutoring and homework support at all three school sites.

Family engagement and capacity building through PIQE’s Social Emotional Learning (SEL) courses tailored for parents.

Expanded enrichment aligned with student interest and workforce development goals, such as computer science and coding.

All expenditures are aligned with statutory requirements and are reasonable, necessary, and allowable under ELO-P guidelines. This budget strategically invests in programs that address academic, social-emotional, and supervisory needs beyond the traditional school day, ensuring a holistic approach to student success.

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

The ELO-P Coordinator and district administrative team (site principals and superintendent) along with the Champions management team oversee implementation, ensures alignment with district goals, and monitors compliance. The Business Office tracks expenditures to ensure they are allowable, necessary, and aligned to plan priorities. Site visits, feedback loops, and data analysis ensure fidelity and responsiveness.

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
Do you have a 21st CCLC Grant?	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 district utilizes and fully exhausts our ASES funding before utilizing ELO-P funds. Because of this funding, we are able to offer our very robust, engaging, and high quality after school and summer Champions programming as well as tutoring, after school enrichment elements, PIQE, and summer school at no cost to our families. The combined funding provides tutoring, homework assistance, after school care, enriching after school experiences (coding for kids), parent training, and summer school available to every student in the district. Between all these offerings, the vast majority of our students and families benefit from the ELO-P offerings.

Transitional Kindergarten and Kindergarten

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

To meet the 10:1 pupil-to-staff ratio requirement for TK and K (EC 46120(b)(2)(D)), Coast Unified School District partners with Champions, which trains staff specifically for early childhood education. Staff working with TK and K students receive professional development in child development, classroom management, and age-appropriate pedagogy.

We have expanded after-school tutoring for Kindergarten and 1st grade, taught by a credentialed TK teacher who has met all ECE unit requirements. This targeted tutoring uses research-based strategies to develop foundational skills in literacy and numeracy. The curriculum is developmentally informed and incorporates play-based and hands-on learning. Younger students are supported with structured routines, visual schedules, and consistent staffing.

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?

Coast USD offers Champions to all TK–8 students and provides targeted outreach to ensure equity of access. At the start of the school year, all families were surveyed to inform programming decisions. Based on their input, elements such as Champions, tutoring, summer school, and enrichment classes like coding were prioritized.

Summer School and homework club/tutoring is offered to students grades K-12. Enrollment is prioritized by thorough investigations of students' needs. Data is up to date, and needs like disabilities, language acquisition needs, and socioeconomic status are priorities for enrollment. Because of our vast offerings and large potential enrollment numbers in ELO-P programming, CUSD is able to offer programming to a huge percentage of our district population. All our school sites have bilingual office staff, and we have a district translator. We specifically focus on making sure our communication is always available in the preferred language of families maximizing participation and access.

Enrollment forms for Champions are provided in both English and Spanish and distributed via paper packets, and during back-to-school orientation events. Communication through Parentsquare ensures our families are aware of enrollment processes and timelines. Signed forms are collected and securely stored at school sites, both digitally and physically. Program coordinators ensure follow-up communication for any families needing support. Champions manages its own online enrollment portal as well. While transportation is not currently provided at the end of the Champions Day, programming is located onsite to minimize barriers to access.

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.

Field trips funded by ELO-P are educational and aligned with the academic and enrichment goals of the program. Champions incorporates outdoor education and science-focused trips tied to their curriculum. For example:

Field Trip: Camp Ocean Pines

Grades TK-8

Learning Outcomes: Understanding local ecosystems, habitats, and conservation; integrating science standards.

Educational Significance: Supports science and environmental literacy through hands-on observation.

Transportation: District-approved buses; ratios and staffing qualifications maintained.

All field trips meet ELO-P guidelines, including appropriate staffing ratios and instructional aide qualifications.

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 family fees will be charged for participation in the Expanded Learning Opportunities Program for the 2026-27 school year. All programming is provided at no cost to families to ensure equitable access, particularly for students eligible for free or reduced-price meals, foster youth, and homeless students.

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.**

Below is a sample schedule combining the instructional day and ELO-P services to meet the required 9 hours/day:

Transitional Kindergarten – Kindergarten Schedule (On a Typical School Day)

Time	Activity	Program Type
8:00-8:25	Nutrition / Breakfast / Supervised Play	School
8:25–2:50	Core Instructional Day	School
2:50–3:15	Snack and Transition	ELO-P
3:15–4:00	Outdoor Play/Physical Activity	ELO-P (Enrichment)
4:00–4:30	Early Literacy / Math Tutoring	ELO-P (Academic)
4:30–5:00	Art/Music/Science Exploration	ELO-P (Enrichment)
5:00–6:00	Quiet Games, Storytime, SEL	ELO-P

Grades 1–6 Schedule

Time	Activity	Program Type
8:00–2:50	Core Instructional Day	School
2:50–3:15	Snack & Transition	ELO-P
3:15–4:00	Tutoring/Homework Help	ELO-P (Academic)
4:00–4:45	Coding, Music, Art, or Science Enrichment	ELO-P (Enrichment)
4:45–5:30	Physical Activity/Team Games	ELO-P
5:30-6:00	Quiet Games, Art, SEL	ELO-P

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.