



EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN (ELO-P)

School Year 2024-2025

Grant Agency: California Department of Education

Program Site: Inland Leaders Charter Schools

CDS: 36-67959-0114256

Plan Committee: ILCS Finance Committee

Adopted by the ILCS Board of Directors on 2-7-22

Revised by the ILCS Board of Directors on 06-22-2023

Revised by the ILCS Board of Directors on 09-09-24

Revised by the ILCS Board of Directors on 08-26-25

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name:Inland Leaders Charter School

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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. Inland Leaders Charter School - California Street Campus
2. Inland Leaders Charter School - Yucaipa Boulevard Campus
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: 2-7-22

Review/Revision Date: 06-22-23

Review/Revision Date: 09-09-24

Review/Revision Date: 08-26-25

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.

At Inland Leaders Charter School the ELO-P program is known under the pseudonym of Expanded Learning (ExL) program. ExL will provide students across grade levels (TK through 8th), a safe and supportive environment where they can continue to expand their learning. The program will maintain trained instructors and health staff to support all students. When students are afforded the opportunity to attend field trips, proper training will be provided by ILCS health staff to ensure all students remain in a safe and supportive environment. ILCS will provide these extended learning opportunities in the same facilities as students' daily instruction and supervision occur. When trips are provided, clear communication from the school will identify staff and volunteers attending and how transportation will be provided by the school

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.

Our program focuses on building strong, trusting relationships with students and providing a supportive environment where they can express themselves and develop essential social-emotional skills.

We collaborate closely with the school psychologist and consult regularly with the psychologist regarding students who require additional emotional or behavioral support. This partnership ensures we can provide timely and tailored interventions to meet each student's individual needs.

In daily activities, we incorporate age-appropriate coping strategies to help students discern their emotions/stress, manage their emotions/stress, and solve problems effectively. These strategies are integrated into group discussions, reflection time, and one-on-one support. Additionally, we incorporate books on emotional regulation, games, and physical activities that foster teamwork, communication, and creative problem-solving. These activities empower students to navigate social situations with confidence and resilience. The program actively seeks opportunities to create a space where students feel safe, heard, and supported.

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 emphasizes hands-on, interactive activities that reinforce key concepts through meaningful, engaging experiences. Activities are often rooted in science, nature, and real-world exploration to support applied learning.

Many projects are STEM- and art-based, designed to promote curiosity, critical thinking, and creativity. Students engage in building, working with natural materials, and exploring scientific concepts through artistic expression. These experiences complement classroom instruction while encouraging independent discovery.

In addition to STEM and art, the program includes games, collaborative challenges, and physical activities that support teamwork, communication, and problem-solving skills. Field trips are also incorporated to extend learning beyond the program site and help students make real-world connections.

3—Skill Building

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

The program offers a variety of hands-on activities—including robotics, building projects, cooking lessons, and science experiments—that support skill development in multiple areas. Robotics and building activities promote critical thinking, creativity, and teamwork, while introducing students to foundational STEM concepts. Cooking lessons reinforce math and reading comprehension skills, support independence, and encourage healthy habits. Science experiments foster curiosity, observation, and problem-solving skills through exploration-based learning.

In addition to structured activities, play, crafts, exposure to American Sign Language, and games are intentionally designed to build communication, collaboration, and emotional regulation skills. All activities are developmentally appropriate, interactive, and aligned with the program's goal of supporting meaningful, engaging learning experiences for all students.

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.

The program provides opportunities for youth voice and leadership. Students regularly complete surveys to share their interests and preferences. This feedback is used to inform activity planning and ensure programming aligns with student interests.

Students are given opportunities to participate in decision-making and planning throughout the daily program. They may help select weekly themes, suggest activities, and take on leadership roles during group tasks or games. At older grade levels, students are given opportunities to lead skill activities, such as origami, illustrations, and outdoor games. These roles help students develop communication, collaboration, and problem-solving skills. Students are given opportunities to mentor younger students through modeling and encouragement in a safe positive environment.

By incorporating student input and offering leadership opportunities, the program promotes engagement, builds confidence, and encourages a sense of ownership among participants.

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.

Students will have the opportunity to receive healthy and nutritious meals during the before and after school sessions as well as during intersessions. Snacks and meals will be coordinated through the school's nutrition program and be provided before and after school, as well as in the morning, lunch, and after lunch breaks during intersession times. In addition to making healthy choices in the food students eat, they will also be given the opportunities to participate in healthy, confidence-building physical activity sessions.

In order to foster the ethos of ROAR, students can gain rewards such as completing sticker charts or marble jars by demonstrating engagement, participation, leadership, and compliance.

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.

Families will have a vested voice in the development and design of the ExL program at ILCS. Surveys will be provided through various means and in primary spoken languages. Before, after school, and intersession times will be staffed to meet the

needs of all students regardless of disability, cultural, or linguistic needs. Access will be granted through a framework of equity to ensure all needs are met on a level playing field.

All students are welcome to attend. Supports are built within the program to meet the needs of neurodivergent students. All activities are accessible to all students no matter the level or degree of disability impact. Peer partnerships are developed to support continued access and engagement. The program communicates with families in their home language.

ExL will facilitate diverse cultural experiences through exploration of culture through food, music, and language exploration.

7—Quality Staff

Staff Engagement

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

The ExL program will be staffed by qualified staff who meet ILCS requirements for student supervision and instruction as set by Inland Leaders Charter School. These staff will be present during morning sessions, after school sessions, and intersessions. Students will have access to staff in a maximum of 20:1 ratio for grades 1 through 8, and in TK and Kindergarten grades, students will have access to staff 10:1 ratio. Staff will be selected from certificated and classified positions.

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)]).

Inland Leaders Charter School minimum staffing requirements for instructional aides (Classroom Aide – GenEd) states: High School diploma or equivalent. College-level training is desirable and incumbent employees are expected to avail themselves of specialized Adult School or college courses in this field, as prescribed by district policy. Experience Required: Prior paid job-related experience in successfully working with exceptional and regular children in a learning situation.

All staff are required to complete TB Screening prior to hire and intermittently complete screening as guided by HR policies. Background checks are completed at the state and federal levels, and records are maintained for any on-going offenses.

Inland Leaders reviews attendance records monthly to determine adherence to staffing ratio. TK and Kindergarten students are supervised and supported in a 1:10 ratio, while older grade levels from 1st grade to 8th grade are supervised and supported in a 1:20 ratio. Attendance records reflect daily attendance of both staff and students to ensure regular maintenance of staffing ratios.

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)]).

Inland Leaders provides three days per school year of staff training and professional development including attendance at the SBCSS ELO Symposium, 10 hours of Social Emotional Learning training. These professional development days are offered beyond the school calendar.

8—Clear Vision, Mission, and Purpose

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

Inland Leaders Charter's ExL vision is to extend opportunities to students and families in leadership, character development, and educational enrichment through an extended school day format, including before and after school sessions, as well as during school breaks through intersessions. This vision will be accomplished through the development of before-school programs, expansion of the after-school programs, and the expansion of summer school to multi-intersession programs in order to meet the needs of families and students who are homeless or in foster care, receive free/reduced meals, or are learning English as a second language.

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.

Families and students were involved in the creation of the program plan through input gathered via parent surveys. During the school year, surveys were distributed to ask families what types of activities they would like their child to participate in during the school year. Those suggestions were implemented into the program as data was collected. Student preferences were also gathered through informal conversations and student surveys to ensure the program reflects their interests and needs.

Ongoing engagement with families is maintained through regular communication. Updates are sent via email and ParentSquare to inform families of upcoming events, changes in schedule, and any program needs. This consistent communication helps keep families informed and involved throughout the year, supporting a strong connection between the program and home.

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.

Inland Leaders Charter School partners with community-based organizations and non-LEA partners to engage in enrichment activities, learning opportunities, and trips to foster alternative learning opportunities through high levels of engagement and interactions with real life experiences.

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 coordinator will meet on a trimester basis with educational partners to review effectiveness of implementation, assess schedules, resources, and program for improvement. Data will be reviewed including but not limited to development of social skills, improvement of targeted behaviors, or educational enrichment. ILCS will follow the CQI process as outlined through CDE and SBCSS documentation.

Access to the program will be reviewed to ensure equitable access is provided. Educational partners will be surveyed on a semester basis to assess after school session interest.

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.

Records retained include enrollment, registration and attendance records are maintained in the Student Services offices.

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 budget for ExL is based on the yearly Rate 2 funding terms provided by CDE in August to September annually. Budget items include:

Staffing; materials; field trips. Cost-share items: include rent of facility space; utilities; salary of the program director.

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

Inland Leaders Charter School submits to annual audits. Compliance with state regulations and adherence to ExL plan will be submitted as requested.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? Yes No

Do you have a 21st CCLC Grant? Yes No

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

Not Applicable.

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?

Inland Leaders Charter School operates on two locations: an older elementary / middle school campus (California Street Campus) and a younger elementary (Yucaipa Blvd. Campus). Grades housed at YBC include TK to 2nd grade. ILCS maintains a staffing ratio heavy on the site of YBC, in order to maintain grade level ratios. Recruiting and hiring efforts with an emphasis on experience in early childhood development will be maintained to staff the Transitional Kindergarten and Kindergarten ELOP sessions and intersessions as needed based enrollment into the Extended Learning Opportunities program design. Staffing will be provided in a 10 to 1 ratio. Staffing ratio is correspondent to enrolled and attending students. The average attendance at YBC has most closely aligned to 10 students per grade level, which has corresponded to a 10:1 ratio for grades TK & K, and staffing ratio 20:1 for grades 1 & 2. As new staff are recruited, 10 hours of training in social-emotional learning is provided to staff relevant to younger learners. Additional training is provided through coordination with the school psychologist to facilitate developmentally appropriate and targeted training to address specific needs and growth.

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?

Inland Leaders Charter School utilizes a school-wide messaging tool, Parent Square. The school primarily communicates, posts, and updates families through this tool. All notices are provided to families in their desired language. Further information is posted at the school website, but based on survey data, this is used less frequently.

In order to begin the school year with an active enrollment, students and families are contacted during the summer to begin the enrollment for the upcoming school year. Families are then encouraged to update enrollment through meal applications as the new school year emerges. Families are communicated with directly when they have previously qualified but have failed to complete new applications to maintain enrollment.

Based on application status, families are then contacted with registration enrollment links, where families (in their native language) are able to register or opt-out through the registration form. The registration is completed online with a FERPA compliant tool, signatures are gathered and maintained digitally. All registration forms are maintained within the cloud.

ILCS provides ExL programs at both school sites and as such does not provide transportation.

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 through the ExL program are offered during the non-school day sessions including Spring Camp, Summer Camp, and Summer School Sessions. These trips are a culmination of the week-long theme (such as Spring Farming – visit to local farm; California History – visit to local mining location; etc). Additional field trips are taken to local businesses in order to foster community engagement, and life skill development.

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.

At the current time, Inland Leaders Charter School is funded at Rate 2. All unduplicated students will be offered ExL access free of charge. Students who are not found eligible will not be enrolled at this point in time.

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 are sample schedules. As the program is implemented times may be adjusted based on enrollments, needs, or staffing.

School Year Schedule:

School campus will open at 6:45 (YBC) or 7am (CSC) for before school enrichment.

School day begins (ranging from 7:45 to 8:15).

School day ends (ranging from 1:05 to 1:45).

After School session will run from 1:05 to 4pm. Lunch and enrichments will be offered, with an additional 15-minute snack break provided. Enrichments focus on arts, STEM, reading enrichment, math enrichment, sports skills, cooperative play, and development of learning new languages.

Extended Learning (ExL) will be provided on the 180 instructional days, with additional intersession days held during spring break (5 days), summer camp (5 days) summer school breaks (15 days), two days during teacher work days, and finally, 3 professional

development days for the ExL staff.

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.