2025 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:	Forestville Union School District and Forestville Academy
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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. Forestville School

Governing Board Approval Date:	June 23, 2022 (Original)
Review/Revision Date:	April 2025
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 program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.

The program has developed policies and procedures to:

- Clearly communicate health, safety, and behavior procedures with staff, participants, and families.
- Clearly identify the health and medical needs of participants.
- Ensure that staff are easily identifiable to participants, families, and other educational partners (e.g., staff shirts, vests, badges, etc.).
- Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program.
- Ensure that staff are trained in safety and first aid.
- Clearly document and communicate incidents (i.e. written reports and phone records).
- Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.

The program connects participants and families to services, organizations and other resources that provide support beyond after school and summer programming (e.g., food security, health and mental health services, parent education, and other identified needs).

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 program provides emotionally safe and supportive environment for students in the following ways:

- The staff respectfully welcome and release participants from the program.
- Staff intentionally build and maintain trusting, nurturing, and supportive relationships with participants.
- Staff intentionally identify participant strengths, interests, and learning styles, and encourage participants to develop skills related to their strengths and interests.
- Staff hold participants to high expectations for behavior and achievement by: Actively acknowledging positive behavior and participant accomplishments; Calmly intervening when youth or adults are engaged in physically and/or emotionally unsafe behavior.
- Staff participate in on-going health and safety procedures, trainings, and practice drills with participants.

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.

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

- The program provides a variety of activities that are hands-on and project-based, and result in a culminating product.
- The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants' needs and interests.
- These activities will support daily classroom instruction but will be unique learning opportunities, connected but separate from the regular school day.

3—Skill Building

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

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

- The program supports projects and activities in which participants demonstrate mastery by working toward a final product or presentation.
- The program supports activities in which participants develop and demonstrate 21st century skills.
- Staff select and/or create projects that relate to young people's lives.
- Staff develop learning goals for each activity and communicate these goals to youth.
- Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding of life and career options.
- Staff use practices that support mastery such as: Providing youth with opportunities to practice skills; Sequencing activities to allow participants to build on previously learned skills; Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures; Helping youth make links between the activity and their lives outside of the program
- Participants work in groups where they practice skills such as team building, collaboration, and use of effective communication.
- Participants are involved in projects, activities, and events that increase their understanding and use of 21st century skills (e.g., creativity, critical thinking, and information and communications technology).

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 and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

- The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies. This includes opportunities that are led by youth.

- The program trains staff to facilitate youth voice in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals and institutions.

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 program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

- The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.
- The program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation.
- The program helps staff promote healthy lifestyles by providing professional development and access to age-appropriate curricula and resources.
- The program incorporates nutrition and physical activity into facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, incentives, etc.).

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.

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

- The program actively recruits and hires staff that reflects the community of the students served.
- The program states its explicit commitment to diversity, equity, and inclusion in its outreach materials and/or policies.
- The program is aware of and seeks information and strategies to support all participant needs.
- The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
- The program implements a plan that outreaches to all students at the school site.
- The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

7—Quality Staff

Staff Engagement

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

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

- The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.
- The program provides staff and student volunteers with: clear titles and job descriptions, continuous training and professional development, resources and materials to deliver activities, on-the-job coaching
- The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.
- The program supports staff with competitive pay.
- The program creates opportunities for participants and other educational partners to provide feedback on staff and volunteer quality

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)]).

Minimum Staff Qualification

- The district ensures that all staff members who directly supervise students meet the minimum qualifications for an instructional aide according to the policies of the school district (EC Section 8483.4) as listed in BP/AR 4222.

Health and Safety Screening

- All program staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district (EC Section 8483.4).

Minimum Staffing Ratios

- The student-to-staff ratio shall be no more than 20 to 1, except that programs serving TK or kindergarten students shall maintain a student-to-staff member ratio of no more than 10 to 1 (Education Code 8483.4, 8484.75, 46120)).

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)]).

We provide staff training and development (EC Section 8483.3[c][4]) in the following areas:

- Safety and First Aid Training
- Required Program Activities
- Incident Documentation
- Mission, Vision, Goals, and Outcomes
- Other applicable grant requirements

8—Clear Vision, Mission, and Purpose

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

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad educational partner input and drive program design, implementation and improvement.

- The program is aligned with the school district's vision, mission, and LCAP goals.
- The program monitors progress toward its goals and outcomes through the LCAP Process.
- Based on its vision and mission, the program intentionally aligns goals and outcomes with: policies and procedures, program plan, budget, staff development, communications and marketing material
- The program informs participants, families, staff, and partners about their roles and responsibilities in advancing the mission, vision, and goals of the program.

Vision: We are a community of life long learners, working together to be educated, productive, kind and responsible citizens.

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 program intentionally builds and supports collaborative relationships among internal and external educational partners, including families, schools and community, to achieve program goals.

- The program develops collaborative partnerships that are formalized and clearly articulated through written agreements, and are maintained through on-going meetings and other systems of communication.
- The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.
- The program actively outreaches and engages potential partners (public and private) in order to sustain program services.
- The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development
- The program seeks to collaborate with the appropriate school, community, regional, statewide, and national educational partners in order to leverage resources.
- The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals.

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.

Community Based Organizations and other Non-LEA Partners play an important role in our community and district as detailed in our LCAP action 2.6 Educational Partner Engagement. In addition our commitment to Multi-Tiered Systems of Support is detailed in our LCAP action 1.4 Academic Support: MTSS Utilize California's Multi-Tiered System of Support (MTSS) Framework to begin initial development of MTSS process in our district to provide tiers 1, 2 and 3 support for students in need.

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 uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

- The program has established a clearly defined continuous quality improvement process that: Outlines improvement goals and action steps; Incorporates feedback from staff, youth, parents, and K-12 partners ; Describes the information or data needed to assess quality; Clearly describes the responsibilities and roles for each person
- The program develops a set of guiding questions that are related to the program design, desired program outcomes, and impact.
- The program creates a plan for how to gather information from multiple sources that will answer the guiding questions and includes: The type of information for each guiding question; Whom to collect information from; A timeline for collection
- The program establishes a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used.
- The program records and keeps track of the information it collects in a manner that protects the confidentiality of educational partners.
- The program shares lessons learned and key outcomes from the quality improvement process with educational partners and requests their feedback.

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 has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

The program creates and annually updates manuals that (found as board policies and regulations on the district website:

- Address fiscal management, personnel policies, and program operation
- Include clearly defined policies, procedures, practices, and staff/partner roles
- Adhere to federal, state, and local requirements
- The program creates and distributes user-friendly parent handbooks that describe policies and procedures, and that are available in languages spoken by parents.
- The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes: staff job descriptions, lines of supervision, information about who to ask for resources, The percentage of direct service and administrative costs that is allocated for each position

- The program has a strong fiscal management system that includes: A well-documented budget with line item expenses and the duration and amount of each revenue source; enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year
- The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.
- The program maintains written agreements that define roles and responsibilities of all subcontractors and partners

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?

All expenditures are necessary and reasonable for an ELO Program activity, are consistent with the district's policies and procedures, are consistent and implemented uniformly and are adequately documented. All expenditures are consistent with statute and the district's Expanded Learning Opportunities Program Plan.

There is a clear line-item budget kept for all ELO-P related expenses. The district business department utilizes the SACS coding system and ESCAPE program to manage the budget. The budget is reported to the Board at budget development, first/second interim and the unaudited actuals as well as in the final audit. The budget is kept up to date and revisited as necessary in order to make changes according to program needs. We will continue to evaluate finances in a responsible way in order to best meet the needs of the children served, while also operating within our allotted program budget.

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

The elementary principal and ELOP coordinator are responsible for ensuring proper implementation of the Quality Standards components of the Program Plan:
1—Safe and Supportive Environment
2—Active and Engaged Learning
3—Skill Building
4—Youth Voice and Leadership
5—Healthy Choices and Behaviors
6—Diversity, Access, and Equity
7—Quality Staff
8—Clear Vision, Mission, and Purpose
9—Collaborative Partnerships
10—Continuous Quality Improvement
11—Program Management

The Chief Business Official (CBO) is responsible for proper implementation of budget items.

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?	No
Do you have a 21st CCLC Grant?	

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?

Throughout our UPK planning process, we have been planning for increased services for our youngest learners. Our UPK plan addresses the need for more teachers and assistants who are certified as well as facilities needs. Our PreK/TK,K team will continue to meet to plan developmentally-informed curriculum as well as meet with ELO-P team members to ensure clear articulation.

Offer and Provide Access

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

The program is offered to all students in the district.

- Communication is sent to all families about the available expanded learning opportunity program in both English and Spanish.
- Families sign up
- Transportation to the program is not needed as the program is onsite.

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.

No field trips are done at this time.

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.

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.**

After School Program

- After school staff members will greet students in the designated location and take attendance.
- After school staff members will serve snacks to all students. Once completed, students have free play time.
- Homework and tutoring help: Students will complete their homework, receive small group tutoring, be provided with a Literacy activity, and/or have silent reading time (language arts, mathematics, history and social science, computer training, or science.).
- Physical Activity
- Enrichment time: Students will choose which activity they would like to join (fine arts, career technical education, recreation, physical fitness, and prevention activities).

Summer Program

- Focus on Literacy for all grades

- Enrichment
- Healthy meals
- Physical Fitness

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.