

Expanded Learning Opportunities Program Plan Guide

Prepared by:

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

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Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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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. Caliber Changemakers Academy

Governing Board Approval Date: 06/18/2025

Review/Revision Date:

Review/Revision Date:

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.

Caliber's Expanded Learning Opportunities Program (ELOP) is offered on-site and designed to provide students with a safe and supportive environment that fosters academic growth and social-emotional well-being. The program will be hosted on the school site, ensuring students remain in a familiar and structured setting that aligns with the school's safety policies and procedures.

Safe and Supportive Environment

Trained Staff: Staff members undergo comprehensive training in behavior management, trauma-informed practices, de-escalation techniques, and emergency response procedures under the supervision and guidance of our ELOP Site Leadership Team.

Clear Safety Protocols: The program follows established check-in/check-out procedures, supervision ratios, and emergency drills to maintain a secure setting.

Inclusive and Nurturing Atmosphere: Activities are designed to be culturally responsive, developmentally appropriate, and inclusive, ensuring all students feel welcomed and supported.

Staff Training & Incident Reporting

Pre-Service & Ongoing Training: Staff receive training in conflict resolution, mandated reporting, and CPR/First Aid certification to ensure they are prepared to handle a variety of student needs.

Incident Reporting & Response: The program has a structured incident reporting system to document and address any behavioral concerns, injuries, or safety issues promptly. Parents/guardians are notified as needed, and staff follow a clear escalation protocol when required.

Health & Student Records

Health & Emergency Information: Student health records, including emergency contacts, allergies, and medical needs, are maintained securely and readily accessible to staff.

Medical Support: Staff are trained to administer basic first aid and respond to medical emergencies, with a designated staff member responsible for health-related needs.

COVID-19 & Wellness Measures: The program follows district health guidelines, ensuring cleanliness, hygiene, and illness prevention protocols are upheld.

If the program were to be offered off-site, students would be transported via district-approved transportation or partner organization arrangements. The same safety measures, staffing requirements, and communication protocols would be enforced to ensure consistency in care and supervision.

Caliber Public Schools will utilize an ELO-P-designated van or professional shuttle/bus provider to safely transport students to approved off-campus learning experiences that support our academic and enrichment goals. These experiences may include visits to museums, colleges, cultural institutions, or community-based programs aligned with STEAM, literacy, or social-emotional learning (SEL).

All trips follow district field trip and transportation policies, including signed permission slips, appropriate staff-to-student ratios, and qualified drivers.

By using the ELO-P van or professional shuttle/bus, we will be able to provide equitable access to high-quality, real-world learning opportunities at no cost to families, ensuring all students can benefit from these enriching experiences.

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.

Caliber's Expanded Learning Opportunities Program (ELOP) is committed to fostering an emotionally safe and supportive environment where students feel valued, respected, and empowered. Recognizing the importance of social-emotional development, the program integrates Social-Emotional Learning (SEL) practices into daily activities to support students' well-being and personal growth.

Creating an Emotionally Safe Space

Positive Relationships: Staff build strong, trusting relationships with students through mentorship, active listening, and restorative practices, creating a space where students feel comfortable expressing themselves.

Culturally Responsive & Inclusive Environment: The program is designed to be inclusive and affirming, ensuring that all students feel seen, heard, and respected, regardless of their backgrounds or experiences.

Student Voice & Choice: Activities are designed to encourage student input, leadership opportunities, and decision-making, fostering a sense of ownership and belonging. Student experience is captured through CQI to inform future program choices, and students are surveyed after intersessions and camps.

Social-Emotional Learning (SEL) Integration

The program incorporates evidence-based SEL strategies to help students develop essential life skills, including:

Self-Awareness & Emotional Regulation: Mindfulness activities, reflection circles, and emotion check-ins help students recognize and manage their emotions.

Relationship Skills & Conflict Resolution: Students engage in collaborative group work, team-building activities, and restorative justice circles to strengthen communication and problem-solving skills.

Growth Mindset & Resilience: Lessons and discussions encourage students to develop perseverance, confidence, and a positive attitude toward challenges.

Staff Training & Support

Trauma-Informed Practices: Staff receive training in de-escalation techniques, behavior intervention strategies, and restorative approaches to ensure all interactions are supportive and constructive.

Safe Spaces & Support Systems: The program provides calm-down areas, reflection spaces, and access to social-emotional resources, giving students tools to manage stress and emotions.

Family & Community Partnerships: Parents and caregivers are engaged through resources that extend SEL practices into the home, reinforcing a holistic approach to student well-being.

By embedding social-emotional learning into all aspects of the program, ELOP ensures that students are not only academically engaged but also emotionally supported and prepared for success in school and beyond.

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.

Input from parents, school leaders, and students drives the selection of programming foci for Expanded Learning. The program will incorporate elements of academic intervention and acceleration in ELA and STEM, along with enrichment.

Enrichment programming will be mostly outsourced to community-based organizations like California Adventure Camps, Hokali, and Nexlore USA. The summer program will generally be geared toward academic intervention and support in the mornings, while the afternoons will include enrichment programming. After school and intersession programming will be primarily geared toward enrichment and academic reinforcement of grade-level learning outcomes.

Curriculum for academic intervention and acceleration will be selected based on the needs for supplemental curricula as determined by the school site team. Beginning in the 2025-26 school year, student achievement and growth data from the i-Ready suite of assessments will be used to determine student academic needs in ELOP Enrichment-focused. Expanded Learning Program staff will design and choose programming that is hands-on, active, and engaging for participants. Staff use feedback from participants to determine which activities meet the participants' needs and interests, as well as promote critical thinking, collaboration with fellow participants, and engagement with their communities. Staff ensure that programming builds participants' skills over time and has concrete goals for mastery of 21st-century skills. The activities and projects selected by the staff, with participant input, provide authentic, in-context learning.

3—Skill Building

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

ELO-P staff lead a variety of engaging activities—such as arts and crafts, STEM projects, structured play, and other hands-on experiences—that enhance student learning through a purposeful progression of skills over time.

In addition to academic enrichment, the ELO-P program is designed to support students' social-emotional growth, helping them develop the skills they need to succeed in school and life. These include:

Setting and achieving positive goals

Feeling and showing empathy for others

Establishing and maintaining positive relationships

Making responsible decisions

Understanding and managing emotions

These competencies are embedded throughout all programming and reinforced through both structured and informal learning opportunities. For example:

Math skills are supported through i-Ready, after-school tutoring, and dedicated math blocks taught by certificated teachers.

Reading skills are strengthened with i-Ready, independent reading time, reading intervention groups, and literacy-based enrichment.

Managing emotions is practiced during daily community circles, through restorative conversations, and in structured SEL lessons.

Resilience is built as students take on new challenges, receive feedback, and work toward personal and academic goals.

Relationship-building happens through cooperative group projects, peer mentorship, and supportive staff-student interactions.

While students receive direct instruction in some of these areas, many skills are developed organically through meaningful engagement with staff and peers. Together, these academic and social-emotional learning opportunities prepare students to thrive in the classroom, in their communities, and as they move forward toward college and career readiness.

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.

At the end of programming during intersession and the summer sessions, and at the mid-year points and end-of-year points in the after-school program, Caliber will administer a student survey. These results will be reviewed by members of the ELOP program management team and other stakeholders to inform program choices moving forward.

The ELO-P program will provide program participants with ongoing opportunities and space to share their viewpoints, concerns, and interests through leadership clubs, peer mentoring, community meetings, and community agreements. In the after-school program, upper-grade students (5th- 8th grade) will have the opportunity to participate in the Leadership in Training club, where students will have the opportunity to discuss policies and procedures, as well as generate ideas for future events and activities.

Throughout programming, students will be able to learn about community service opportunities and participate in them.

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.

Because Social-Emotional Learning (SEL) plays such an important role in our program at Caliber, it is seamlessly integrated into our summer, intersession, and after-school offerings. In the summer program, each day begins with a community circle that includes mindfulness activities and opportunities for students to share and connect. Participants also engage in daily self-reflections to build self-awareness and emotional insight.

Behavior supports, protocols, and best practices from the regular school day carry over into ELO programming through close collaboration with the school site's SEL team. This continuity helps create a consistent, supportive environment for all students.

To promote overall wellness, ELO programs also include daily physical activity. Students participate in sports, icebreakers, team-building games, and structured movement activities that allow them to warm up, work out, and cool down, building both physical health and social connection.

Nutrition is another key component. Students in the after-school program receive a nutritious snack each day, while summer and intersession participants are provided with breakfast, lunch, and two snacks daily. Meals are supplied by RevFoods or local vendors and served in compliance with Child and Adult Care Food Program (CACFP) guidelines.

Our camp themes are woven throughout most aspects of programming, including our incentive systems. These incentives are intentionally designed to encourage and celebrate students for making healthy choices, demonstrating positive behaviors, and fully engaging in all activities. Whether it's showing resilience during a group challenge, choosing nutritious foods, or participating in a mindfulness exercise, students are recognized and rewarded in ways that reinforce lifelong habits and support their growth—physically, emotionally, and socially.

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.

ELO-P programming is open to all members of the school community and is designed to be inclusive and accessible. Promotional materials and registration forms for summer, before-school, after-school, and intersession programs are provided in both English and Spanish to ensure language access for families.

To support full inclusion, Caliber’s student support teams, including Special Education staff and Program Specialists, are regularly consulted during planning and enrollment. For example, summer program rosters are reviewed by the Head of Expanded Learning, Expanded Learning Associate, ELOP Site Leadership Team, and the site-based Program Specialist to identify students with IEPs or those needing additional academic or behavioral support. These students receive appropriate accommodations through additional staffing, training, or other supports to ensure equitable participation.

We also collaborate with Caliber’s English Language Development (ELD) team to help ensure that multilingual learners are well-supported in ELO-P programs. This includes identifying students who may benefit from language support and ensuring that enrichment activities are designed and delivered in a way that fosters both language development and cultural inclusion.

To reach as many students as possible within our enrollment capacity, summer program outreach will be prioritized for Unduplicated Pupil Population (UPP) families who have not yet participated in after-school or intersession offerings. This targeted recruitment strategy helps us broaden access and ensure a diverse group of students and families are engaged.

Programming also emphasizes cross-curricular connections and cultural exploration. Students have participated in multicultural art, African dance, Mandarin, French, Brazilian drumming, and Capoeira classes, where they not only practice these disciplines but also explore the cultural histories and origins behind them. These experiences foster appreciation, understanding, and global awareness, aligned with Caliber’s commitment to equity and diversity.

7—Quality Staff

Staff Engagement

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

Staffing in the ELO-P program draws primarily from the Caliber Public School staff, who, upon hiring, have undergone a process of ensuring that their qualifications meet the needs of their position. School Administrators, Teachers, SEL staff, and instructional aides traditionally work at ELO-P. Before school, intersession, and summer programs. All ELOP staff who directly serve pupils meet the minimum requirements of an instructional aide at Caliber Public Schools.

Caliber Public Schools’ community partner, Bay Area Community Resources (BACR), holds these same requirements for staffing.

Both Caliber and BACR are highly invested in a recruiting, outreach, hiring, and onboarding process to recruit diverse and qualified staff for ELO programming. All Caliber staff who meet the IA requirement are invited to consider working in ELO programs, and are supported and encouraged to teach in the subject area or interest they currently teach or work in. This happens primarily through the ELOP staff-wide communication. BACR recruits for staff within the school community by attending

recruiting fairs, posting on social media networks, and maintaining a referral incentive program.

Caliber site-based managers, including the Summer Site Lead, are usually the regular school year Assistant Principals or a high-level grade-level lead or Instructional Coach.

BACR Program coordinators have the following qualifications: Leadership capacity and ability to inspire others; familiarity with Youth Development theory and practice; ability to develop strong relationships and work closely with diverse individuals and organizations; effective time management, coordination, communication, and problem-solving skills; positive work ethic; ability to train and support co-workers and volunteers; and knowledge of a variety of games, sports, arts, and other student-centered activities.

Group Leaders, who lead programming for BACR and Caliber, must have a knowledge base of core elementary/ middle school subjects; experience working with children of various demographics and diverse backgrounds; strong communication and written skills; facilitation skills; and classroom behavior management. They must be able to clearly explain instructions; communicate in a professional manner with parents and school staff; and be comfortable facilitating lessons and leading the classroom.

Staff from Caliber and BACR are supported through professional development hosted by their respective organizations. BACR staff are trained in an initial week-long Summer Institute, on a monthly basis, and in a series of quarterly training and cohort opportunities. At the BACR Summer Institute, Program Coordinators receive extensive training focused on ghd BACR Coaching Model, Strength-Based Institute, Train the Trainers, Missions/Values, Youth Development, Supervision, Various Student Behavior and Need Scenarios, and Policies and Procedures.

Afterschool Group Leaders also participate in a Summer Institute and receive monthly site-level trainings and are offered numerous quarterly training opportunities. Topics include Relationship Building, Youth Program Quality Assessment, Lesson Planning, PBIS, Social Emotional Learning, Facilitative leadership; Program Policies; Program quality; Crisis Management; and Homework Assistance; learning styles/strategies; behavior management; working with English Learners; cultural competency, working with people with disabilities and diverse needs; school site safety and emergency procedures.

Caliber staff receive professional development in line with their role in the form of a pre-program training, where they learn policies and procedures, curriculum, and best practices. This training is in addition to Caliber Public Schools' professional development, which covers standards-based curriculum and instruction, social-emotional learning, and working with students with special needs and English learners.

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)]).

Caliber's policy for instructional assistant and paraprofessional qualifications sets clear requirements for education and other essential criteria. Candidates must possess a high school diploma paired with either two years of college, an associate degree, or successful completion of a recognized exam. Accepted exams include the CBEST, the ETS paraprofessional exam (with a score of 458), teacher assistant exams offered by Contra Costa and Solano County Offices of Education, and the Instructional Assistant exam from CODESP.

Additionally, legal authorization to work in the U.S. is mandatory. Within 60 days of hire, TB clearance, as mandated by the California Education Code, is necessary. Prior to the first day of school, candidates must obtain both CA DOJ and FBI fingerprint (Livescan) clearance. These qualifications ensure that instructional assistants meet educational standards, legal requirements, and health regulations essential for their role in supporting academic success within the educational system.

Caliber's Head of Expanded Learning and ELOP Associate carefully reviews student enrollment data and staff applications to determine the proper staffing ratio for each program.

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 the program to offer up to 3 days of staff development. This activity is allowable during instructional days or non-school days. (See [EC Section 46120(b)(8)]).

Caliber's staff training and development plan is rooted in the belief that high-quality enrichment and expanded learning experiences begin with well-prepared, supported, and continuously growing staff. To that end, Caliber offers a multi-tiered approach to professional development that equips and strategically places team members in positions that possess the knowledge, skills, and tools they need to engage and enrich our students effectively.

Annual Onboarding and Orientation:

New and returning staff participate in mandatory training before the start of each program cycle. This includes:

Program expectations and compliance (ELO-P/ASES/21st CCLC guidelines)
Youth development principles
Social-emotional learning (SEL)
Trauma-informed practices
Mandated reporter training

Classroom management and student engagement strategies

Ongoing Professional Development:

Caliber utilizes up to 3 program closure days annually for dedicated staff development, in alignment with EC Section 46120(b)(8). These sessions are strategically scheduled on instructional or non-school days to avoid disrupting student access to services. Training may include:

Workshops led by partner organizations and educational consultants
Equity and culturally responsive teaching
Curriculum planning and instructional design for enrichment
Behavioral intervention and restorative practices

Coaching and On-the-Job Support:

Staff receive regular coaching through:

Site-based leadership check-ins
Peer mentoring and lesson observation debriefs
Walkthroughs with feedback loops

Tools and Resources Provided:

To ensure staff success, Caliber will equip them with:

Curriculum toolkits and pacing guides
Lesson planning templates and digital planning platforms
Behavior tracking systems and SEL resources

Customization Based on Needs:

Training topics and formats are adjusted based on staff surveys, site data, and observed student needs. Caliber also collaborates with LEA instructional leaders to align enrichment goals with core academic priorities.

Through this plan, Caliber strives to build a professional culture of learning, reflective practice, and shared responsibility for student success.

8—Clear Vision, Mission, and Purpose

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

The Expanded Learning Opportunities Program (ELO-P) provides after-school, before-school, intersession, and summer school enrichment programs for transitional kindergarten through sixth-grade students. Caliber's Expanded Learning programs focus on developing the academic, social, emotional, and physical needs and

interests of pupils through hands-on, engaging learning experiences. Our 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

Caliber's Expanded Learning Opportunity Program vision is that all youth experience a range of quality after-school, summer, and other expanded learning opportunities that promote their intellectual, creative, and healthy development.

The mission of the program is to enhance the Caliber mission by providing meaningful activities for students across the four pillars.

Caliber: ChangeMakers Academy's mission is to achieve educational equity by shifting the experiences, expectations, and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects, and supports students, families, and staff members to reach their full potential.

The Expanded learning program continues to contribute to our students demonstrating behaviors that align with Caliber's core pillars of heart, smart, think, and act.

Heart: Our expanded learning program will support our students in learning various social emotional competencies from the CASEL framework to continue to develop skills in Self-Awareness, Social Awareness, Self-Management, Responsible Decision Making, and Relationship Skills.

Smart: Our expanded learning program will support our students in continued growth in their learning in core subjects, especially inclusive of ELA and Math.

Think: Our expanded learning program will support our students in being able to think critically about topics that are self-guided through inquiry and hands-on experiences.

Act: Our expanded learning program will support our students in thinking about Social Justice in action through community service projects.

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.

Caliber believes that students and families are essential partners in shaping a program that is responsive, inclusive, and impactful. Their voices directly inform our design, implementation, and continuous improvement processes.

Initial Program Design and Planning:

Surveys- At the beginning of each school year, Caliber distributes surveys to students and families to gather input on enrichment interests, scheduling preferences, and

desired supports. This data guided the selection of program offerings, such as academic supports, STEM, visual/performing arts, and physical activity.

Advisory Participation- Parents and guardians are invited to participate in school site councils and expanded learning advisory meetings to provide feedback on the draft program plan and funding priorities.

Ongoing Engagement Throughout the Year:

Student Voice Opportunities: Students participate in program feedback circles, choice-based clubs, and leadership roles where they co-design activities and reflect on their experiences.

Communication Tools: Caliber maintains two-way communication through newsletters, ClassDojo, email, and in-person check-ins to ensure families remain informed and involved in shaping the program.

Feedback Loops: Mid-year and end-of-year surveys are conducted to assess program quality, satisfaction, and ideas for future improvement. In addition to this, family surveys are distributed after every intersession camp. Findings directly inform planning for the next cycle.

By actively centering student and family voices, Caliber ensures the program remains culturally responsive, relevant, and tailored to community needs.

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 and Multi-Tiered Systems of Support.

Caliber continues to partner with Bay Area Community Resources (BACR), a non-profit enrichment program provider with extensive experience providing safe and supportive programs at Caliber. BACR will plan, design, and implement all enrichment programming for summer, intersession, and after-school programs at Caliber. Caliber also explores partnerships with local community organizations to provide quality programming like Hokali, California Adventure Camps, Get Empowered All, etc and to support community service opportunities.

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.

At Caliber Public Schools, we are committed to delivering a high-quality expanded learning program that nurtures not only academic growth but also the social-emotional and behavioral development of every student. Our CQI process is grounded in the California Quality Standards for Expanded Learning and guided by data collection, intentional reflection, and collaborative planning.

Data Collection and Sources

Caliber collects data on students' social, behavioral, and skill development through multiple methods:

Staff Observations and Behavior Trackers: Program staff log behavior trends, peer interactions, and participation levels using site-specific observation tools and weekly check-ins.

Reflection Circles: Students participate in regular reflection activities that allow them to self-assess emotional regulation, teamwork, and sense of belonging.

Family and Teacher Input: Caliber gathers insights through surveys and informal conversations with classroom teachers and families, particularly for students with higher needs.

Attendance and Engagement Metrics: High levels of consistent attendance and voluntary participation in leadership roles are indicators of positive program impact on student motivation and connection to school.

How Data Informs Program Quality

Caliber uses this data to guide CQI cycles at both the site and network levels:

ELOP Reflection Meetings: Members of the ELOP meet regularly with Site Leads for each program to review behavioral and SEL data, discuss trends, and identify root causes of challenges (e.g., spikes in conflicts or disengagement).

Intentional Adjustments to Programming: Based on findings, we adapt our staffing, training, and enrichment offerings. For example, after noting an increase in peer conflict during unstructured time, we integrated more structured cooperative games and increased staff supervision. In addition to this, Caliber has an ELOP SEL Lead for each intersession camp and during summer sessions to provide assistance to students and staff.

Professional Development: Data trends directly inform staff development topics. Recent training topics have included de-escalation strategies, student choice theory, and restorative practices.

Student Leadership and Voice: Students contribute to CQI by providing feedback and proposing solutions during youth advisory circles, ensuring changes are meaningful and relevant to their experience.

Intentionality and Equity

Our CQI process intentionally prioritizes equity by disaggregating data to monitor how well we are serving students with IEPs, English learners, and those who have experienced trauma. We reflect on how program practices are supporting or unintentionally excluding these students and take action accordingly.

Through this cyclical and responsive process, we ensure that our expanded learning program continually evolves to meet the whole-child needs of our students.

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 ELOP Internal Handbook outlines all policies and procedures related to program operations. It includes detailed guidance on tracking attendance, managing enrollment and registration, and implementing logistical and operational best practices.

[ELOP Internal Handbook 2025](#) (Hyperlink)

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?

25-26 SY			26-27 SY			27-28 SY		
	CMA	Notes		CMA	Notes		CMA	Notes
REVENUE			REVENUE			REVENUE		
	\$0	Carryover (if any)		\$0	Carryover (if any)		\$0	Carryover (if any)
24-25 ELOP	\$253,698	Carryover	25-26 ELOP	\$347,987	Carryover	26-27 ELOP	\$408,400	Carryover
25-26 ELOP	1,252,612	Estimated based on UPP > 75%	26-27 ELOP	1,252,612		27-28 ELOP	1,252,612	
25-26 ASES	\$152,612		25-26 ASES	\$152,612		25-26 ASES	\$152,612	
Total Available Funding	\$1,658,922		Total Available Funding	\$1,753,211		Total Available Funding	\$1,813,624	
TARGET SPENDING LEVE	\$905,767		TARGET SPENDING LE	\$952,911		TARGET SPENDING LE	\$983,118	
ANTICIPATED CARRYOVE	\$753,155		ANTICIPATED CARRYO	\$800,299		ANTICIPATED CARRYO	\$830,506	
COSTS			COSTS			COSTS		
Staff			Staff			Staff		
Head of Expanded Learning	\$59,525		Head of Expanded Learn	\$61,025		Head of Expanded Learn	\$62,525	
Expanded Learning Associa	\$35,700		Expanded Learning Assc	\$40,500		Expanded Learning Asso	\$41,500	
Benefits	\$23,806		Benefits	\$25,381		Benefits	\$23,250	
ELOP Expenses			ELOP Expenses			ELOP Expenses		
-HOEL Funds	\$12,500		-HOEL Funds	\$12,500		-HOEL Funds	\$12,500	
ASP (ASES/ELOP Match)			ASP (ASES/ELOP Match)			ASP (ASES/ELOP Match)		
BACR Contract	\$607,904		BACR Contract	\$607,904		BACR Contract	\$607,904	
ASP Supplies	\$1,500		ASP Supplies	\$2,500		ASP Supplies	\$2,500	
ASP Subcontractors	\$15,000		ASP Subcontractors	\$20,000		ASP Subcontractors	\$20,000	
ELOP			ELOP			ELOP		
Interession - Nov	\$70,000		Interession - Nov	\$75,000		Interession - Nov	\$80,000	
Interession - Dec			Interession - Dec			Interession - Dec		
Interession - Feb	\$70,000		Interession - Feb	\$75,000		Interession - Feb	\$80,000	
Interession - Apr	\$70,000		Interession - Apr	\$75,000		Interession - Apr	\$80,000	
Before School Care	\$105,000		Before School Care	\$105,000		Before School Care	\$105,000	
School Collaboration	\$10,000		School Collaboration	\$15,000		School Collaboration	\$20,000	
Summer 24								
Summer 25	\$110,000	June (XX days)	Summer 26	\$110,000	June (XX days)	Summer 27	\$110,000	June (XX days)
Summer 26	\$120,000	July (XX days)	Summer 27	\$120,000	July (XX days)	Summer 28	\$120,000	July (XX days)
Total Costs	\$1,310,935		Total Costs	\$1,344,810		Total Costs	\$1,365,179	
Carryover	\$347,987		Carryover	\$408,400		Carryover	\$448,445	

This ELOP budget is intentionally designed to reflect and respond to the needs of students and families within our community by prioritizing equity, access, and whole-child development.

We have allocated funds to ensure free, high-quality before-school, after-school, interession, and summer programming that supports families and provides a safe, engaging environment beyond the traditional school day. The budget includes investments in academic intervention, enrichment activities (arts, STEM, physical activity), and social-emotional learning, ensuring that all students, particularly those who are low-income, English Learners, foster youth, or experiencing homelessness, have access to opportunities that support their growth and success.

We've also funded family engagement efforts and partnerships with culturally responsive vendors to reflect the diversity of our community. Additionally, staffing resources are directed toward smaller group sizes, increased supervision, and the inclusion of students with exceptional needs.

Ultimately, this ELOP budget is a tool for equity, ensuring that extended learning time is meaningful, inclusive, and aligned with both the academic and real-life needs of the families we serve.

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

1. Strategic Planning and Alignment

The LEA has developed a multi-year plan aligned to the ELOP legislative requirements, state priorities, and local community needs. This plan incorporates stakeholder feedback, including families, site leaders, community-based partners, and certificated staff, to ensure programming reflects the lived experiences of students and supports the LEA's broader goals for whole-child development.

2. Program Design and Equity-Focused Enrollment

Programs are designed to be inclusive and equitable, with priority enrollment for unduplicated pupils (low-income students, English Learners, and foster youth). The LEA uses multiple modalities (digital and paper registration, family outreach in home languages, and targeted case management) to ensure families with the highest needs are identified and supported in enrolling.

3. Staffing and Training

Staff are carefully selected and trained to support the social-emotional and academic needs of students. Professional development is offered regularly and includes training on trauma-informed care, behavior de-escalation, inclusive practices, and cultural responsiveness. The LEA ensures proper staffing ratios and consistent supervision aligned with CDE guidelines.

4. Partnerships with External Providers

The LEA partners with vetted, mission-aligned vendors to offer enrichment activities that reflect student interests and community priorities (e.g., robotics, visual art, dance, sports). These partnerships are managed through clear contracts, regular check-ins, and aligned expectations around curriculum, safety, and student engagement.

5. Data Collection and Progress Monitoring

The LEA tracks attendance, student demographics, academic data, and qualitative feedback to monitor participation and impact. Regular reviews are conducted at the site and central levels to identify areas for improvement and ensure that the program continues to meet the needs of target populations. These data also inform updates to the ELOP plan and budget.

6. Family Engagement and Communication

The LEA prioritizes ongoing two-way communication with families. Program information is shared in multiple languages and accessible formats. Families are invited to participate in planning and reflection through surveys and family events. This ensures that programming remains responsive and rooted in the community.

voice.

7. Compliance and Fiscal Oversight

To ensure compliance with ELOP requirements and proper use of funds, the LEA maintains rigorous financial tracking systems, conducts internal audits, and submits required reports to the California Department of Education (CDE). Program expenditures are reviewed monthly to ensure alignment with allowable uses, and adjustments are made as needed to maximize impact.

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.

Planning for the Expanded Learning and ASES programs is holistic. Caliber has solicited stakeholder input in a unified way, where we asked parents, students, Caliber staff, and BACR staff for input on the program design across the summer, intersession, and after-school programs.

In the budgeting process, Caliber ensures that the funds for each program are allocated to the appropriate part of the program (ASES for after-school programming; ELO-P distributed across summer, intersession, and after-school).

Components spanning all four programs will include an emphasis on student voice, enrichment activities, and a growing emphasis on ELA and Math support. All programs are evaluated according to the same quality standards, ensuring a unified program continuous monitoring process.

Transitional Kindergarten and Kindergarten

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

The TK and K ratios are maintained by ensuring that there is adequate staffing in these grades, and continuous monitoring of enrollment patterns over time to account for growth or decline of the cohort.

Caliber has over-recruited TK and K teachers to ensure there are multiple adults and aides in each classroom to maintain a consistent ratio of 1:10, and plan for multiple classrooms for these grades in the event enrollment surpasses twenty.

The curriculum and program are developed in conjunction with lower school instructional leadership, who select the curriculum and program schedule in conjunction with TK and K teachers at the school. The staffing of TK and K classrooms for summer school is primarily made up of current TK and K teachers or Instructional Assistants, who undergo professional development at the school site to build their practice.

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, the signature process, and how the forms are stored. Will transportation be provided?

At Caliber Public Schools, we are committed to ensuring that all families, regardless of language, background, or access needs, are fully informed about and able to participate in our Expanded Learning Opportunities Program (ELO-P). Our approach is rooted in equity, family partnership, and accessibility.

Culturally and Linguistically Appropriate Communication

We use a variety of communication channels and formats to reach families in culturally and linguistically effective ways:

Multilingual Outreach: All program materials, including flyers, enrollment forms, and family letters, are translated into English and Spanish, the two primary languages spoken by Caliber families. Translation in additional languages is provided as needed.

Multiple Communication Channels: Program information is shared via ClassDojo, Deanslist, SchoolMint, email, SMS text messages, school websites, and in-person announcements. Information is also distributed at back-to-school nights, family engagement events, and through teacher referrals.

Cultural Sensitivity: Messaging is family-centered, avoiding jargon, and highlights the value of ELOP learning in supporting whole-child development. Bilingual staff are available at each site to support in-person and phone communication.

Enrollment Process and Access

Universal Enrollment Form: All TK–6th grade families receive an ELO-P enrollment Announcement at the beginning of the year to advertise program opportunities for the school year. Registration forms for each program are sent via email and text using Deanslist. Enrollment begins and status updates are given to families within a month of the first day of programming.

Assistance with Completion: Bilingual site coordinators and office staff are available to

assist families with form completion during drop-off/pick-up or by appointment. Enrollment information is also available at the front office and at after-school events.

Signature and Tracking: Forms include a parent/guardian optional field to share specific scheduling needs. Completed forms are digitally stored securely on a shared Google Drive, organized by site.

Rolling Enrollment: We offer ongoing enrollment for the Before and After-school program throughout the year, as space allows.

Transportation

At this time, transportation is not provided for ELO-P programming because this has not been identified as a barrier for student participation. However, we are open to actively exploring options to provide access and potential partnerships for future transportation needs.

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.

Sample Field Trip Proposal

Field Trip Title: STEM Discovery at Chabot Space & Science Center
Location: Chabot Space & Science Center, 10000 Skyline Blvd, Oakland, CA 94619
Date(s): July 18, 2025
Duration: 9:00 AM – 2:30 PM
Grade Levels Participating: Rising 3rd–5th grade students from

Transportation Arrangements: Charter bus transportation will be provided to and from the site. All buses will follow district-approved vendors and protocols. ELO-P staff will maintain appropriate student-to-staff ratios and will be in compliance with instructional aide requirements set by the LEA.

Purpose and Educational Significance:

This field trip is designed to extend learning from Caliber's summer ELO-P STEM enrichment block, which focuses on engineering, scientific inquiry, and space exploration. At the Chabot Space & Science Center, students will engage in hands-on exhibits and a guided program aligned with Next Generation Science Standards (NGSS). The field trip will deepen students' understanding of Earth and space sciences, engineering design, and scientific investigation.

Learning Outcomes:

Students will:

Demonstrate knowledge of the solar system and Earth's place in space.

Engage in scientific observation and questioning during live demonstrations and interactive exhibits.

Apply concepts from prior STEM lessons to real-world scientific tools and settings (e.g., telescopes, simulations).

Strengthen academic mindsets by participating in inquiry-based learning in a professional science setting.

Build cultural capital by accessing an institution that promotes lifelong STEM learning.

Connection to ELO-P Enrichment Goals:

This field trip aligns with our summer STEM curriculum unit, "Exploring Our Universe," taught in weeks 2–4 of the program. It reinforces content learned during morning enrichment and builds excitement for continued learning through experiential education. By visiting a culturally and scientifically significant local site, students also engage in community-based learning and expand their sense of place in the broader world.

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.

Caliber does not collect any family fees for participation in our Expanded Learning Opportunities Program (ELO-P). All students enrolled at a school operating an ELO-P

are eligible to participate at no cost to families, regardless of income status.

Sample Program Schedule- Regular School Day

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

Sample Intersession Camp Schedule (Theme: All Around The World)

	TK-K	1st	2nd	3rd	4th	5th	6th
8:00	Arrival						
8-8:30	Breakfast						
8:30-9:30	Storytelling	Creative Writing	Cooking	Visual Arts Art Around the World (Africa)	Soccer	Japanese	Hip Hop Dance
9:30-10:30	Hip Hop Dance	Storytelling	Creative Writing	Cooking	Japanese	Soccer	Visual Arts Art Around the World (Africa)
10:30-10:50	Break						
10:50-11:50	Cooking	Mandarin	Japanese	Creative Writing	Visual Arts Art Around the World (Africa)	Hip Hop Dance	Soccer
11:50-12:00	Transition						
12:00-1:00	Lunch & Recess						
1:00-2:00	World Rythms and Percussions	Afro Brazilian Dance	Soccer	Mandarin	Creative Writing	Visual Art- Art Around the World	Cooking
2:00-3:00	Soccer	Visual Art- Art Around the World	Afro Brazilian Dance	World Rythms and Percussions	Cooking	Creative Writing	Mandarin
3:00-3:20	Break						
3:20-4:20	Visual Art- Art Around the World	Fitness Fun Dance & Games	World Rythms and Percussions	Soccer	Afro Brazilian Dance	Cooking	Creative Writing
4:20-4:30	Closing Circle						
4:30-5:00	Dismissal						

Sample Afterschool Program Schedule

3:00-3:15	Snack/ Opening Circle/ Sign In
3:15-4:15	Academic Support/Homework
4:15-4:25	Break
4:25- 5:25	Enrichment Component

5:25-5:45	Supper
5:45-6:00	Sign Out/ Dismissal

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 School Days 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 nonschool days, 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 school sites 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.