

Expanded Learning Opportunities Program Plan Guide



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

Local Educational Agency (LEA) Name: River Charter Schools - Lighthouse Charter

Contact Name: Jillayne Antoon

Contact Email: jantoon@rivercharterschools.org

Contact Title: Executive Director

Contact Phone: (916)744-1212

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

Governing Board Approval Date:

Review/Revision Date: May 12, 2025

Review/Revision Date: March 2026/April 2026

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.

All Expanded Learning Programs (ELOP) will take place entirely on Lighthouse Charter School's (LCS) campus, in partnership with Catalyst Expanded Learning, ensuring safe and supervised environments. Catalyst maintains childcare facilities, and all staff undergo health screenings, fingerprint clearance, and training on incident reporting and emergency procedures. Health records are confidentially maintained and all campuses are equipped with safety protocols aligned with LCS policies and state guidelines.

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.

Catalyst's approach emphasizes social-emotional learning (SEL) through structured daily activities, team-building, and consistent adult-youth relationships. Staff are trained to foster inclusive and respectful environments. Programs incorporate SEL practices such as conflict resolution, self-regulation activities, and structures community circles to ensure emotional safety and support.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Expanded Learning Program provides daily opportunities to actively engage in learning, by implementing meaningful and high-interest curriculum and activities developed by the Catalyst staff to promote collaboration, communication, critical thinking, community engagement and fun.

Catalyst's programs blend academic support with engaging hands-on learning. Activities complement Project-Based Learning at the schools, with STEM activities, arts, and long-term enrichment clubs that ignite curiosity and motivation. The focus is on experiential learning that is student centered and culturally relevant, supplementing the school-day instruction, but not duplicating it.

Attendance (ADA) Recovery Plan:

LCS will operate attendance recovery programs as part of its Expanded Learning Opportunities Program to re-engage students who have experienced chronic absenteeism and to provide targeted academic and social-emotional support outside of core instructional hours.

Program Structure and Operation:

- Attendance recovery will be offered after school and during intersession periods in alignment with the school's expanded learning schedule.
- These sessions will incorporate both academic intervention and enrichment activities, aligned with grade-level standards and designated to build student motivation, skill development, and school connectedness.

Participation Monitoring and Audit Compliance:

- Each attendance recovery classroom will be staffed by credentialed RCS teachers.
- Teachers will document each student's participation hourly during attendance recovery sessions.
- LCS will maintain detailed participation logs and provide access to documentation during the school's annual audit, as required by law.

Targeted Student Engagement:

- Students identified as chronically absent or at-risk of academic failure, particularly unduplicated pupils (English Learners, Foster Youth, and Socioeconomically Disadvantaged students), will be prioritized for participation.
- Program content and activities will be structured to rebuild attendance habits, increase engagement, and address unfinished learning. This attendance recovery model ensures that LCS is using ELOP funding to effectively support students' educational access, consistent with the program's requirements under EC 46120 and related guidance.

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

The Expanded Learning Program educational plan includes academic support, enrichment, including the arts, music and physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Students engage in problem-solving, collaboration, literacy-building exercises, and enrichment aligned with 21st century competencies like communication, critical thinking and creativity. Enrichment supports retention by engaging students in fun, interesting activities; while promoting through-provoking discussion, and building cooperative skills that will contribute to future success.

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.

Catalyst builds in structured opportunities for student-led learning and service, supporting voice and agency in a safe setting. Staff help build student leaders and voice by encouraging fair play, supportive team building, and active participation. They build leaders through movement and encourage them to use these skills and their voice outside of the program.

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.

Our ELOP health and wellness programming promotes the benefits of wellness through physical activity embedded daily, a structured fitness time that encourages movement, coordination and lifelong wellness habits. Programs also integrate wellness and mindfulness into routines.

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.

Catalyst reflects and respects the cultural and linguistic diversity of the LCS. Programs are inclusive of English Learners, students with disabilities, and students from historically underserved backgrounds. Bilingual communication and differentiated supports ensure accessibility. Catalyst and LCS staff collaborate to provide accommodations and support plans.

7—Quality Staff

Staff Engagement

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

Students benefit from nurturing relationships with trained educators who are responsive, diverse, and committed to whole-child development. Programs foster consistency in staffing to build strong connections with students.

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)]).

All direct-service staff meet or exceed the LEA's minimum instructional aide qualifications. Catalyst ensures compliance with 20:1 student-staff ratio (10:1 for TK/K), fingerprint clearance, health screening, and TB testing in alignment with RCS policy and Education Code.

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

Catalyst staff participate in a comprehensive professional development cycle that includes trauma-informed practices, SEL, positive youth development, safety procedures, and enrichment design. Up to three instructional days annually may be designated for staff training aligned to CQI goals.

8—Clear Vision, Mission, and Purpose

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

LCS's ELOP vision is to provide a high-quality, safe and supportive environment that provides social emotional support, helps with educational needs and also offers fun and enriching activities and exceptional academic support programs to serve diverse learners in their growth and achievement of grade level standards and beyond. Our vision is for our schools to offer a safe Expanded Learning environment where student leadership and student voice are valued and appreciated.

Our Attendance Recovery program will work in conjunction with ELOP to help provide more opportunities for students to engage in instruction after an absence.

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.

LCS and Catalyst engage families through surveys, enrollment feedback, and parent advisory opportunities in shaping the program. Ongoing communication includes newsletters and family events. Parent voice is valued in CQI cycles and planning.

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.

Catalyst Expanded Learning, a nonprofit education partner, co-designed and implements the program in coordination with site administrators. ELOP aligns with Multi-Tiered Systems of Support (MTSS) by addressing whole-child needs and extending services after hours.

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.

Catalyst and LCS use student attendance, behavior records, and student/family feedback to inform continuous quality improvements. Site teams review data regularly to reflect on student needs, participation trends, and program impact. Adjustments are made collaboratively to increase engagement and equity.

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.

Catalyst's program policies and procedures are thoughtfully designed to ensure effective implementations, consistent monitoring and high quality student experiences.

All student registration is managed through the Hubbe system, allowing Catalyst to efficiently track student participation and transitions. To support daily accountability, Catalyst utilizes sign-in and sign-out sheets to maintain accurate attendance reporting.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The 2024-2025 budget for ELOP was \$304,000. All ELOP salaries, outside vendors used during after school and intersession, as well as, supplies used during ELOP are paid out of those funds.

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

LCS oversees program quality, contract compliance and alignment with state requirements. Regular site walkthroughs, Catalyst partnership meetings, and family feedback ensure full implementation and responsiveness. Regular meetings with our Fiscal Compliance Analyst and Charter Impact ensure that we are staying within our budget and spending money appropriately.

¹ (California Public Contract Code (CPC) 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.

Attendance is recorded at each site daily. Staff members take roll at the beginning of each program. There is also a sign out sheet placed at the entrance to the programs for parents to sign out. Sign out sheets include students name, parent signature, time the child was picked up and the reason the child was picked up early, if applicable.

Our program is open until 6 o'clock every day. A student may be released early from the after school program prior to the end of the program time based on the following conditions.

A. Parent Choice

B. Attending another program (outside sports, activities, catechism, etc.)

C. Family Emergencies (such as death in the family, catastrophic incidents, etc.).

D. Medical appointments

E. Child Illness or accidents that occur during program time (program staff should call parent or guardian)

F. Weather conditions, especially if the child walks home

G. Other conditions especially related to safety as prescribed by the school

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?

TK/K students are served with a 10:1 student-staff ratio. Catalyst staff receive specialized training in early childhood development and implement developmentally appropriate, play-based curriculum. Activities include sensory exploration, guided play, literacy, and physical development support.

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?

Enrollment is prioritized for unduplicated students. Families can register online or in person. Enrollment forms are stored securely and reviewed for eligibility. Transportation for intersession or holiday programming is offered where feasible.

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.

Catalyst recognizes that well structured field trips offer meaningful opportunities for student growth, both academically and culturally. In alignment with ELOP guidelines, Catalyst offers educational field trips that directly support the enrichment components of its program. The purpose of field trips is to provide students with hands-on, experiential learning that complements Catalyst's enrichment program.

Program Fees

Every student attending a school operating a program is eligible to participate in the

program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Our ELOP Program is free of charge.

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 Schedule K-8:

1st-8th Grade

3:15-3:45- End of School - Check-In: Sign-in/Outside Time/Snack
3:45-3:50- Wash Hands, Transition inside
3:50-4:10 Welcome, Meeting Time and Social-Emotional Learning
4:10-4:30 Homework Support/District Implementation of Online Adaptive Assessment and Personal Learning Program (i-Ready)
4:30-5:00 Core Enrichments
5:00-5:45 Discovery Time/Clubs
5:45-6:00 Clean-Up/Pack Up for Home

Sample Schedule – Intersession Days

8:00-9:15 Check-In/Breakfast/Free Choice Activities
9:15-9:30 Wash hands/Restroom
9:30-9:45 Meeting Time
9:45-10:15 Core Enrichment #1
10:15-10:30 Transition Outside: Clean Up/Wash hands/Restroom
10:30-11:30 Outdoor Time: Games & Free Choice Outside Activities
11:30-11:45 Transition for Lunch: Clean Up/Wash hands/Restroom
11:45-12:15 Lunch
12:15-12:45 Quiet Time: Rest/Meditation/Mindfulness Activity
12:45-1:15 Core Enrichment #2
1:15-1:30 Clean Up/Wash Hands/Restroom
1:30-2:15 STEM Time
2:15-2:30 Transition for Snack: Clean Up/Wash hands/Restroom
2:30-3:00 Afternoon Snack
3:00-3:15 Daily Wrap Up
3:15-3:30 Clean Up/Wash hands/Restroom
3:30-4:30 Discovery Time (Inside and/or Outside)
4:30-5:00 Indoor Activities/Pack Up/Clean Up

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.

Non School Days and Hours

EC Section 46120(b)(1)(B):

- (A) For at least 30 non school 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 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 child care 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.