Expanded Learning Opportunities Program Plan Guide

Prepared by:
Expanded Learning Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

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

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

November 2024

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name:Yuba City Charter School
Contact Name: Herbert W. Cooley
Contact Email: h.cooley@yubacitycharter.com
Contact Title: Superintendent/Principal
Contact Phone: 530-822-9667

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. Yuba City Charter School
2.
3.
4.
5.
6.
7.
8.

Governing Board Approval Date: 6/3/2026
Review/Revision Date:
Review/Revision Date:

Purpose

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

Definitions

"Expanded learning":

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

"Expanded Learning Opportunities":

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

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

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

Approving and Posting Program Plans

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

Revisions/Changes

Reviewing and Revising Program Plans

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

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

1—Safe and Supportive Environment

Physical Safety

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

Yuba City Charter is committed to providing students with a safe learning environment. ELOP programs will take place on the YCCS campus. YCCS practices monthly emergency drills and staff have gone through training on the Safety Plan. ELOP staff will follow the same emergency protocols in Expanded Learning programs as regular school day.

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.

All staff, including Expanded Learning staff, are trained in Capturing Kids' Hearts program that is focused on student social emotional well-being, relationship-driven campus culture, and student connectedness. Regular day staff also run the Extended Learning program which leads to students feeling a strong connection to staff.

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.

A variety of resources willl be used to engage students. Supplementary materials from the ELA, math, science and social studies will be used to support classroom instruction. Group projects and activities will be incorporated to help develop

leadership and cooperation amongst students in the Expanded Learning programs. Students will also have the opportunity to work on intervention materials that will be developed by the classroom teacher based on NWEA assessments and teacher assessments. Expanded Learning staff will work collaboratively to implement intervention material to students.

3—Skill Building

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

The Expanded Learning program will include time for students to work with staff in intervention strategies, homework assistance, and tutoring designed to help students close any learning gaps, meet grade-level standards, and advance their academic skills. Students will also have an opportunity for experiential learning through collaboration with the CTE drama program, CTE Band program, CTE agricultural program and through dance. Students will also have designated times for physical education activities and educational games.

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.

Students in the Expanded Learning Program will have the opportunity to develop leadership skills through collaborative projects with the CTE Drama program, CTE Band program and Dance. These activities allow the student to engage in activities that promote leadership and developing ways to communicate to their peers and others. Students will be given many opportunities to work in groups on activities and projects. This interaction will give each student opportunities to lead within the group and how to engage with others. Capturing Kids' Hearts strategies will be incorporated to help students improve their ability to appropriately interact with one another.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Students will have designated time for structured physical activities that will allow students to develop positive social interaction skills as well as leadership skills. These activities will be coordinated with skills that are being developed in the regular day classes during physical fitness curriculum.

Students will engage in Capturing Kids' Hearts that promotes social emotional wellbeing, positive interactions and the opportunity for students to re-evaluate poor

behaviors and self-correct making positive choices.

Nutritious snacks and breakfast will be provided every day for students in the Extended Learning Program that meet the Nutrition standards for students.

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.

YCCS has a Cultural Committee made up of certificated and classified staff members. The Cultural committee arranges activities, projects and programs that provide every student at YCCS the ability to experience different cultures. Students typically work on these projects and activities in their regular day classroom. Students in the Expanded Learning Program will be included in the projects and activities. Students typically work in groups to create a piece of art or display board in relation to various themes throughout the year. Students in the Expanded Learning Program will be able to work with each other to collaborate and present as groups to the rest of the school community.

7—Quality Staff

Staff Engagement

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

YCCS staff, including the Vice Principal, will monitor student progress for those individuals enrolled in the program. NWEA assessments, CAASPP, CAST and ELPAC scores will be used to monitor and evaluate student progress. Students will be monitored and expected to show improvement toward meeting academic standards especially in the area of math and English Language Arts. Additionally, students should show improvement in homework completion based on teacher homework completion logs.

Staff will be trained in Capturing Kids' Hearts and will work with classroom teachers and the Vice Principal to receive professional development in intervention strategies, motivation strategies and helping students understand concepts.

Data from various assessments will be used to help in continued professional development opportunities for our Extended Learning Program staff.

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)]).

Each Expanded Leraning program staff member must demonstrate knowledge of the area that they are working in and/or worked with children in a professional capacity. Staff will be screened and employed using the same employment procedues as the regular day staff. The administration will monitor staffing ratios to abide by TK and regular student ratios.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Expanded Learning program staff will take part in the same professional development training as regualr day staff. They will be trained in Capturing Kids' Hearts training for social emotional support. Staff will take place in reviewing the safety procedures and protocols. The staff will be trained in first aid as well as online required trainings.

8—Clear Vision, Mission, and Purpose

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

1. Provide a safe, healthy environment (physically and social emotionally) for students before/after school and when school is not in session, 2. Provide fun and engaging activities that promote leadership building opportunities, 3. Support student academic achievement through experiential learning activities, intervention strategies, and support aligned with regular classroom activities, 4. Promote school community involvement through collaboration with CTE programs and other school programs and projects.

The program offers support aligned with regular class homework, intervention strategies and material, experiential learning, physical fitness, and a healthy snack and breakfast.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The needs of this program were determined by input from the Parent Advisory Committee, ELAC/DELAC and surveys of parents and students. Administration, staff, student reports and parent input will be used to monitor the success of the program and adjust professional development, strategies and delivery of the program.

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.

YCCS Extended Learning program will collaborate with local youth programs. Staff will work with local theater programs to provide opportunities for students to gain experience in Drama performance, skills and techniques. The school will work with parents and community members to draw from their expertise in cultural activities like dance. The Cultural Committee will work with Expanded Learning Program staff to involve these students in cultural activites that the regular school is involved with. Staff will work with regular classroom teachers and the Vice Principal to provide academic support to students.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The Quality Standards for Expanded Learning will be used to assess the program. The Vice Principal and classroom teachers will collaborate to provide program feedback and drive professional development for Extended Learning Program staff. Data will be used to analyze individual academic and progress related to each student's enrollment in the program. Data will also be used to encourage parents to enroll students in the Extended Learning Program.

SMART goals for each student will be created and staff will analyze progress toward meeting each student's goals. Strategies will be individualized and adjusted to promote continued academic achievement.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The program will be managed by the Superintendent/Principal with support from the Vice Principal in collecting and analyzing data. Much of the funding will be used to staff before/after school program as well as days outside of the regular calendared

school year. Funding will also be used to purchase supplemental curriculum, intervention materials and materials for experiential learning projects, upgraded facilities for physical activities. Staff will receive professional development as well as being observed to determine other supports to create a successful environment for students to achieve academic success and leadership opportunities. Staff will collect attendance daily and make sure that parents have submitted the appropriate paperwork for the program.

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 Program[3]. How does this budget reflect the needs of students and families within the community?

Before/Afterschool Program Staff: $110,000

Summer School Staff: $86,000

Instructional materials: $30,000

Capital Outlay: $78,800

Nutrition: $40,000

Field Trips: $2,000

Janitorial and Housekeeping: $4,200

Administrative: $20,000

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

Providing students with academic, recreational, and enrichment activities in a safe environment requires qualified, quality staff working in safe and secure facilities, with dedicated support personnel and services.

The Superintendent/Principal is administratively responsible for the development, implementation and evaluation of the ELOP program and will manage in coordination with the Vice Principal all aspects of monitoring and implementing the grant requirements, components, and budget.

Data from multiple sources is used to track student achievement, measure program impact and effectiveness, and identify areas for expansion/improvement.

[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.

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?

Any program with one or more TK or Kinder students will mainitain a pupil to staff ratio of 10:1 or less. Program classes with other students will amintain a ratio of 20:1 or less. This will be monitored closely by administration. Expanded Learning program staff are involved in regular day PD opportunities and are qualified to work with TK and K students. The Expanded Learning program facilities are equiped with desks and furniture. Expanded Learning program staff will work closely with regualr day staff to ensure that program offerings are developmentally approipriate for younger students.

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?

YCCS recognizes the importance of meeting the diverse needs of the community it serves. All communication regarding the ELOP, including informational materials, enrollment forms, and program updates, is provided in English and Spanish.

Multiple communication channels are used to ensure that families are well-informed and can easily access program information.

● Flyers and letters sent home with students in English and Spanish

● Notification on Enrollment forms

● School website

● In-person outreach at school events and parent-teacher conferences

School staff are trained to support families through the enrollment process and answer questions.

Transportation is offered when required by state and Federal law.

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.

Theater Production Field Trip

Purpose: To enrich literacy, creativity, and appreciation of performing arts.

Learning Outcomes: Students explore story elements, emotional expression, and performance interpretation.

Skills Developed: Communication, empathy, listening comprehension. Grade Levels: all

Local Parks Field Trip

Purpose: To encourage physical activity, outdoor exploration, and environmental awareness.

Learning Outcomes: Students engage in nature observation and learn about local ecosystems and healthy habits.

Skills Developed: Teamwork, physical wellness, environmental stewardship.

Grade Levels: all

Museum Field Trip

Purpose: To connect classroom learning with hands-on history, science, or art exhibits.

Learning Outcomes: Students develop a deeper understanding of historical events, scientific concepts, or cultural contributions.

Skills Developed: Analytical thinking, observation, historical perspective.

Grade Levels: all

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.

All enrolled students are eligible for no fee.

Sample Program Schedule- Regular Schoolday

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

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio
***EC* Section 46120(b)(2):**

> Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours
EC Section 46120(b)(1)(A):

> On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours
EC Section 46120(b)(1)(B):

> (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
>
> (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

***EC* Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served
***EC* Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

(A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

(B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
***EC* sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
***EC* Section 8483.4(b-d):**

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an “event” includes any of the following:

(1) Death of a child from any cause.
(2) Any injury to a child that requires medical treatment.
(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
(5) Epidemic outbreaks.

(6) Poisonings.
(7) Fires or explosions that occur in or on the premises.
(8) Exposure to toxic substances.
(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.