

*Welcome!*

## **Fall 2025 EXL Academy**

# **Nuts & Bolts: The Latest Updates Supporting Quality ExL Programs**

**Tuesday, September 16, 2025**

10:00 AM – 12:00 PM





**Mindful Moment**

# Sound Waves: Shape the Future of Expanded Learning



Building on the foundation of A Vision for Expanded Learning in California [Strategic Plan 1.0](#) and [2.0](#), an expansive strategic design process has launched to build an **Ecosystem Plan to Leverage California's Expanded Learning Infrastructure** or **"Ecosystem Plan."**



As part of the *design process*, we're collecting **Sound Waves** — community insights that ripple through the Strategic Design planning process.

**Your ideas, questions, and concerns will help shape a bold, healing-centered strategy** for youth well-being across the state.

These reflections help shape the Ecosystem Plan's design principles, priorities, and prototypes.

Whether you're a provider, caregiver, advocate, or youth leader — your perspective is essential.



# This Month's Prompts

click on the link to fill out the [form](#) or scan the QR Code



- **Quality Programs:** What's one practice or approach your program uses to create a high-quality experience for young people?
- **Workforce:** What's one support staff need to balance compliance with youth engagement?
- **Community Partnerships:** How could partnerships with schools, families or other sectors help meet new or competing demands?
- **Policy + Funding Administration:** What shift in policy, reporting, or funding would make it easier to align compliance with equity?



SCAN ME





# You're Invited!

Put your name on the **Ecosystem Advisory Team** Interest List or tell a friend or community partner!

This team will offer high-level input to the content and strategies for California's plan to leverage Expanded Learning as part of California's education, health, and human services ecosystem.

 **Convening 1:** October 16, 2025; Sacramento

**Learn more and sign up today:**  
**[The Ecosystem Advisory Team](#)**

WHAT TYPES OF SPACES ARE  
NEEDED IN THE FIELD RIGHT NOW?



**CAN**  
California Network  
Learners, Educators, Networks, Advocates



**We will begin recording now.**



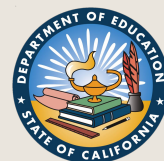
*Welcome!*

## **Fall 2025 EXL Academy**

# **Nuts & Bolts: The Latest Updates Supporting Quality ExL Programs**

**Tuesday, September 16, 2025**

10:00 AM – 12:00 PM





# Today's Agenda

10:00 AM: Welcome!

**10:15 AM: Workshop Session:**

**Nuts & Bolts: The Latest Updates Supporting Quality ExL Programs**

11:25 AM: Closing Comments

11:35 AM: Interactive Breakout Sessions

12:00 PM: Zoom & Workshop Ends



## Shared Learning Spaces

We hold our workshops as shared learning & collaborative spaces and often update materials with content & resources lifted throughout the presentation.

A **Learning Guide & Resources** Google Doc will be shared momentarily that all participants can access. It will force copy and includes space for participants to take notes, etc. (note: for security reasons the full chat cannot be downloaded)

A **PDF Presentation** is linked in the Learning Guide for reference.  
The presentation will be updated after the workshop and will be added to our website within 24 hours after the workshop along with the workshop recording.

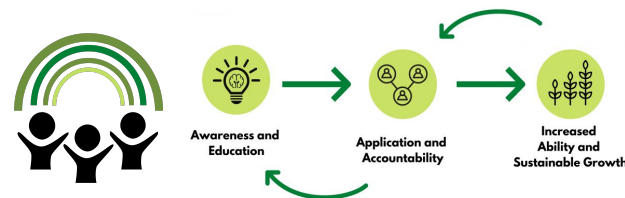


# CAN's Expanded Learning Pedagogical Methodology

We believe every child, youth, and the adults that live, love, and work with them deserve just and affirming spaces and opportunities that enrich, empower, enlighten, educate, and elevate them. We know learning happens in every context and young people are assets in supporting their own learning, and co-creating the solutions to the issues and challenges they face.

Expanded Learning/OST spaces can be cultivated by anchoring in some core beliefs and shared mindsets:

- We are rooted in love and love is shown in our actions and our words.
- We are asset-anchored AND driven.
- We are aspirational in our mindsets, words, and actions.
- We are connected by our differences because that is what gives us strength and creates our collective. The appreciation of every culture, language, and lived experience is what we leverage to grow and nurture our collective spaces.
- We make decisions based on elevating the intrinsic gifts, talents, and wisdom of those closest to the problems we work collaboratively to solve.
- We learn by doing and we grow by reflecting on that learning.







# **Nuts & Bolts: The Latest Updates Supporting Quality ExL Programs**



# *Topics We Will Cover Today*

- Expanded Learning Basics & Policy Updates
- CALPADS Reporting
- Audits Update
- Attendance Recovery & ELO-P FAQ Updates



## Opportunities to Learn More

- Join [Office Hours](#)
- Check out the latest [CDE FAQ's](#)
- Reach out to the CDE Help Desk: [expandedlearning@cde.ca.gov](mailto:expandedlearning@cde.ca.gov)
- Engage with your [System of Support](#) Regional Team
  - *Important for adding your local context on top of the state context*
- Watch [Fireside Chats](#)





## Expanded Learning Basics & Key Policy Updates



**Heather Williams**  
Director, Policy & Outreach  
California AfterSchool Network



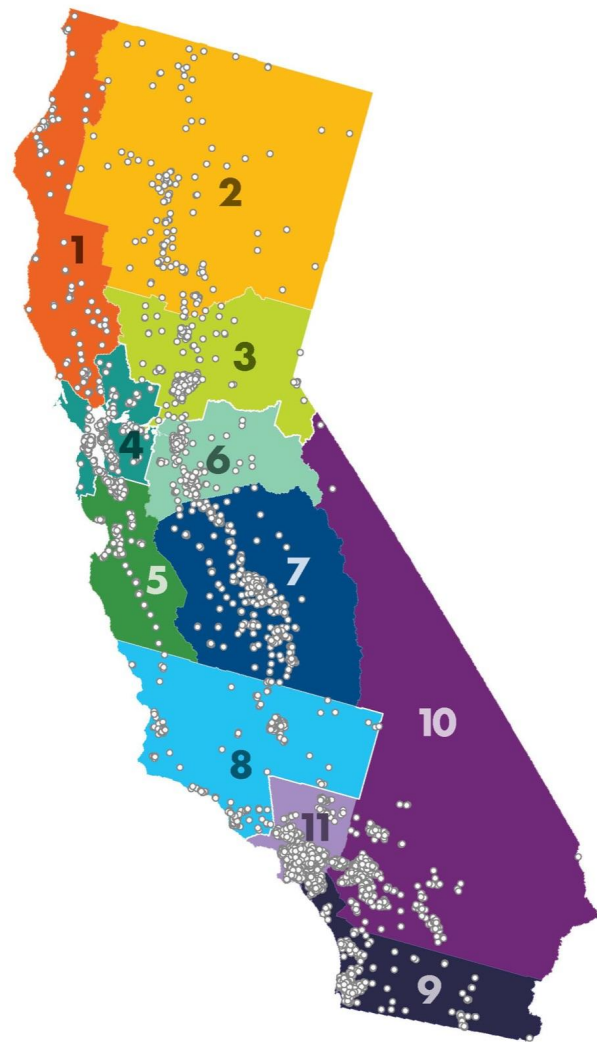
**Michael Funk**  
Director  
Expanded Learning Division



# Expanded Learning in California

California has the largest and one of the highest rated systems of school-based and school-linked Expanded Learning programs in the nation. These programs, which exist in nearly every school district in the state, offer a flexible environment to support student and family wellness.

Pre-Pandemic the state-funded After School Education and Safety (ASES) program and federally-funded 21st Community Learning Center (21st CCLC) program operated at over **4,500 sites with over 980,000 students** enrolled. The vast majority (85%) funded exclusively by the state.

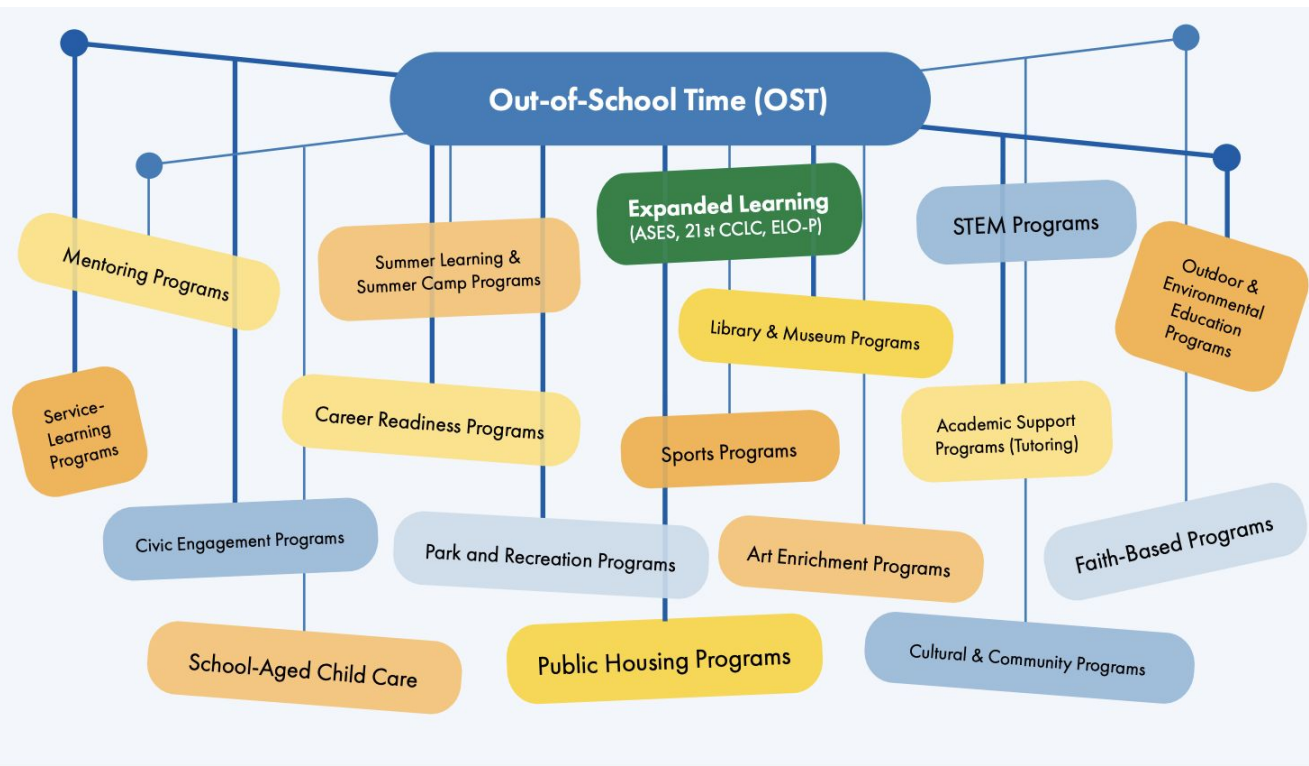




In California, Expanded Learning programs are a specific subset of Out-of-School Time (OST) programs that receive funding administered by the California Department of Education's Expanded Learning Division (EXLD).

A common trait that separates OST programs from extracurricular activities is that they are, by intent, **regular, structured, or semistructured programs** with the minimum goal of providing youth with **a safe, supervised environment** beyond the school day.

Additionally, **Expanded Learning programs** specifically are charged with providing **educational and developmental enrichment** that **address the needs of the whole child** and **help promote success in both school and life**, particularly among economically disadvantaged youth and youth of color.



## Expanded Learning Defined

Expanded Learning is also **legally defined** in the California Education Code (EC 8482.1):

When	What	How
<i>They take place:</i>	<i>They develop the needs and interests of students including:</i>	<i>They should be:</i>
<ul style="list-style-type: none"><li>● Before school</li><li>● After school</li><li>● Summer</li><li>● Intersession</li></ul>	<ul style="list-style-type: none"><li>● academic,</li><li>● social,</li><li>● emotional, and</li><li>● physical</li></ul>	<ul style="list-style-type: none"><li>● hands-on,</li><li>● engaging,</li><li>● student-centered,</li><li>● results-driven,</li><li>● include community partners, and</li><li>● complement learning activities in the regular school day/year.</li></ul>

# The Quality Standards for Expanded Learning in California

*High quality programs  
create conditions that  
support positive  
developmental outcomes  
consistent with the  
Science of Learning and  
Development.*

## Quality Standards for Expanded Learning in California:

*Creating and Implementing a Shared Vision of Quality*

### CONTENTS

INTRODUCTION / BACKGROUND	3
DESCRIPTION OF STANDARDS AND CROSSWALK	4
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SUMMARY OF WORK GROUP PROCESS	19
WORK GROUP PARTICIPANTS	20
GLOSSARY OF TERMS	21
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*"This bold initiative provides a  
road map for improving expanded  
learning throughout California."*

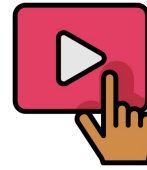
**- Tom Torlakson**

Superintendent of Public Instruction

**FINAL RELEASE: SEPTEMBER 2014**

Informed by Expanded Learning stakeholders  
and practitioners, and produced in collaboration  
between the California Department of  
Education, After School Division, and  
the California AfterSchool Network.

# Types of Quality Standards



[Learn More About California's Quality Standards for Expanded Learning](#)

## Point-of-Service

- Safe and Supportive Environment
- Active and Engaged Learning
- Skill Building
- Youth Voice and Leadership
- Healthy Choices and Behaviors
- Diversity, Access, and Equity

## Programmatic

- Quality Staff
- Clear Vision, Mission, Purpose
- Collaborative Partnership
- Continuous Quality Improvement
- Program Management
- Sustainability

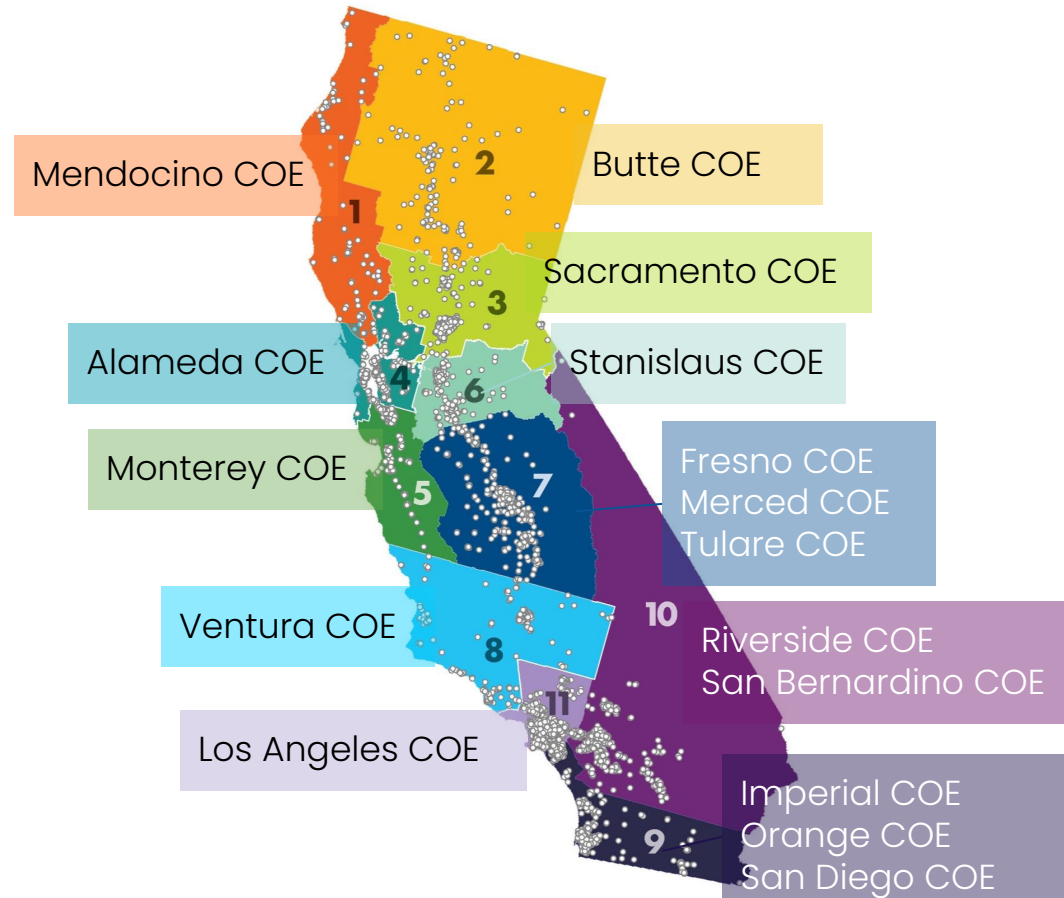


# System of Support for Expanded Learning (SSEL)

To **support and build the capacity of high quality Expanded Learning programs in California**, the California Department of Education (CDE) currently funds and manages the System of Support for Expanded Learning (SSEL).

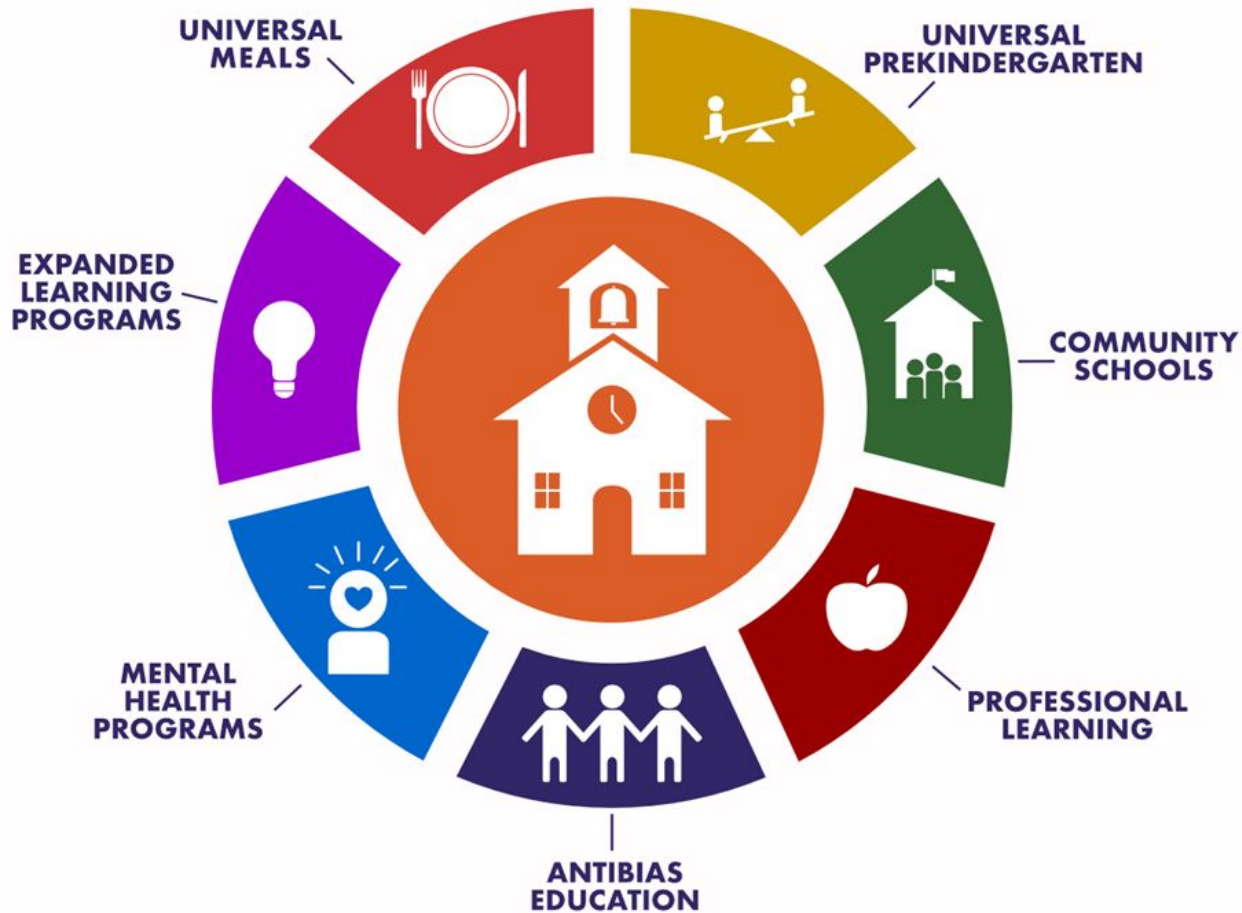
The SSEL consists of:

- CDE **Expanded Learning Division** Staff
- 16 **County Offices of Education** (COE's) with designated County Leads and Staff, including STEAM Hub Staff
- 2 **statewide Technical Assistance (TA) Providers**: ASAPconnect and California AfterSchool Network (CAN)





# TRANSFORMING CALIFORNIA SCHOOLS



# Expanded Learning Funding

## Expanded Learning Funding

In California, Expanded Learning is supported by several ongoing dedicated state and federal funding sources. **These funding sources should be braided to offer a single, comprehensive Expanded Learning program.** Programs can also be supplemented through additional public and private Federal, State, and Local resources.

Dedicated Expanded Learning Funding in California includes:

- State grants via the After School Education and Safety Program (ASES)
- State apportionments via the Expanded Learning Opportunities Program (ELO-P)
- Federal grants via the 21st Century Community Learning Centers (21st CCLC) Elementary/Middle (E/M) and Afterschool and Enrichment for Teens Program (ASSETs)



## California Publicly Funded After School Programs: Funding History

### Federal Funding:

21st Century Community Learning Centers (21st CCLC) Program

1990

1995

2000

2005

2010

2015

### CA State Funding:

After School Education and Safety (ASES) Program

**1998: CA Funding Established\***  
First allocation of state funding for school based After School Programs.  
**\$50 Million**

**\$121.6 Million**

**2002: Prop 49 Passed**

**2006: Prop 49 Triggered**  
Prop 49 was triggered when CA reached \$1.5 Billion more in state spending than the highest spending year between 2000-2004.  
**\$550 Million**

**2002: Block Grants to States**

No Child Left Behind Act reauthorized 21st CCLC, transferring administration of the grants to state control.

**21st CCLC Total Federal Funding**

1996: \$1 Million

1998: \$40 Million

1999: \$200 Million

**2020-21 Total  
Funding Allocation**  
**\$798 Million**

**2020-21 CA Funding Allocation**  
**\$148 Million**

**2017-18 Funding Allocation**  
**\$600 Million\*\***

**2019-20 Funding Allocation**  
**\$650 Million\*\***

**2020-21 Funding Allocation**  
**\$650 Million\*\***

**2021  
ELO-P Announced**

Learn more about Prop 49 and Prop 98:  
[CA Budget Center.org Prop 98 and 49](https://www.ca-budget-center.org/prop-98-and-49)  
(page3)

\*There were a total of three separate bills chaptered that allocated state based funding for after school programs in California including AB 2284 (Torlakson), SB 1756 (Lockyer), and AB 1428 (Ortiz).

\*\*These funding increases are budget based increases (unlike the Prop 49 guaranteed funding) and can be reduced in future budget years as determined by the legislature and governor.

## ELO-P Funding Established

- Announced in Governor Newsom's May Budget Revise (May 2021)
- Establishes a new **ONGOING** funding source for Expanded Learning programs
- ASES, 21st CCLC E/M, and ELO-P funding should be used together to offer a single, comprehensive program
- The **intent is to offer all students access** to Expanded Learning programs, prioritizing unduplicated students

### ***Unduplicated Pupils***

*Students classified as:*

*an **English Learner**,*

***FRPM Eligible***

*(eligible for free or reduced-price meal),*

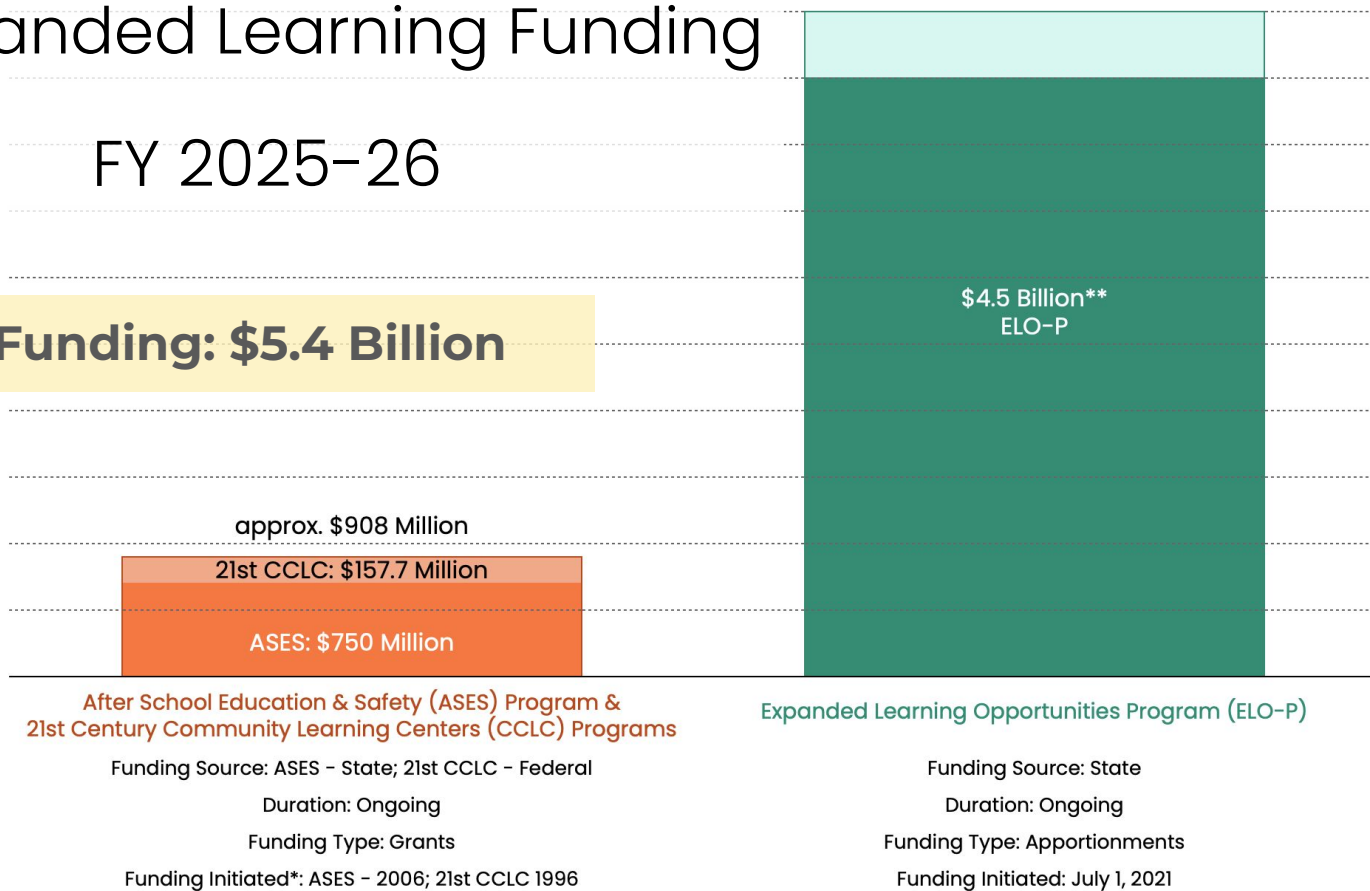
*or*

*a **Foster Youth***

# CA Expanded Learning Funding

## FY 2025-26

**Total Funding: \$5.4 Billion**

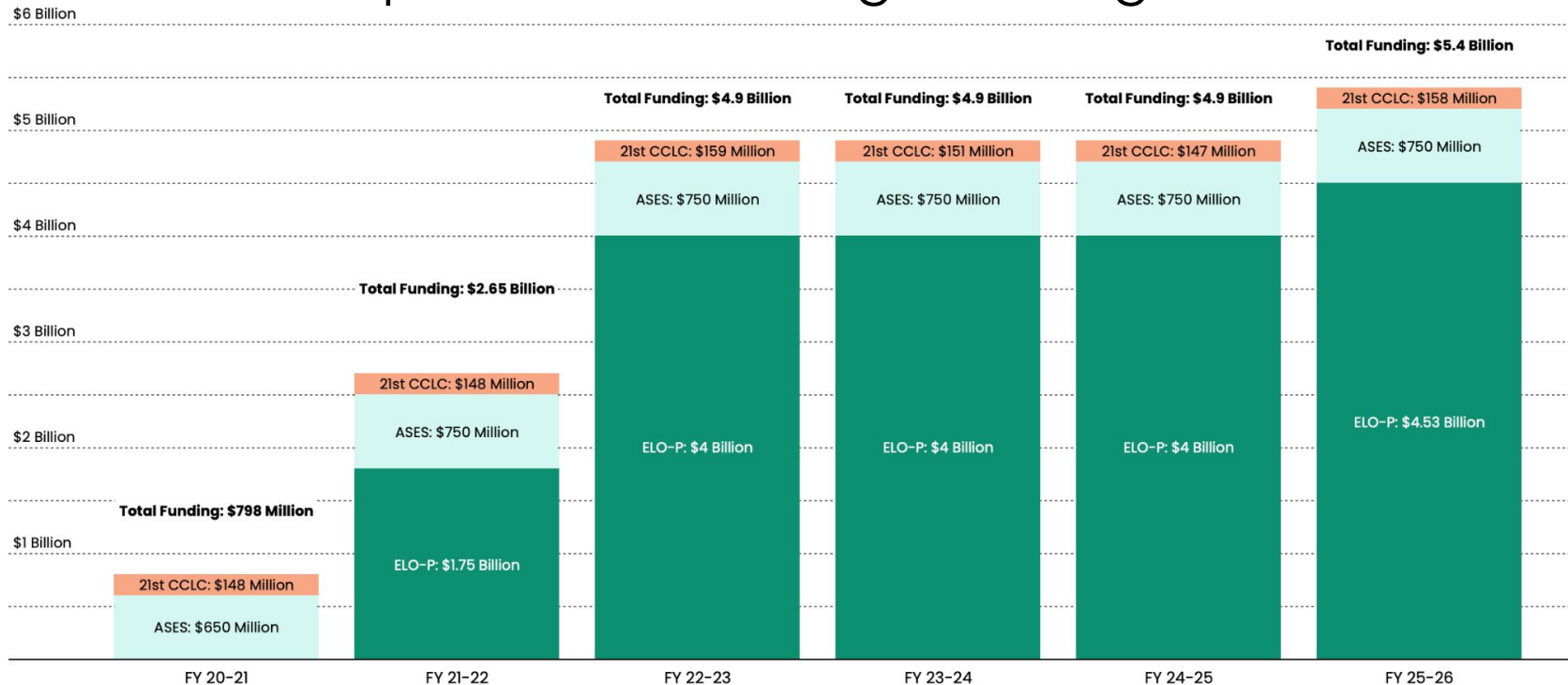


\*Initiated refers to the first year that funding was released. Programs were created in earlier legislation and ASES evolved out of an earlier state-funded after school program established in 1998.

\*\* ELO-P was originally proposed to grow to full implementation at \$5 Billion (in FY 25-26)  
For FY 25-26 ELO-P is funded at \$4,525,500,000.



# CA Expanded Learning Funding Streams



## Expanded Learning Opportunities Program (ELO-P)

Funding Source: State  
Duration: Ongoing  
Funding Type: Apportionments  
Funding Initiated: July 1, 2021

## After School Education & Safety (ASES) Program

Funding Source: State  
Duration: Ongoing  
Funding Type: Grants  
Funding Initiated\*: 2006

## 21st Century Community Learning Centers (CCLC)

Funding Source: Federal  
Duration: Ongoing  
Funding Type: Grants  
Funding Initiated: 1996

\*Initiated refers to the first year that funding was released. Programs were created in earlier legislation and ASES evolved out of an earlier state-funded after school program established in 1998.



# Ongoing Funding Sources for Expanded Learning

Name	Grades	Determination	Recipient	Ed Code
<b>Federal Funding</b>				
21st Century Community Learning Centers (21st CCLC) Elementary/Middle	TK-8**	Competitive Application	Site Based Awards	<a href="#"><u>8484.7 - 8484.9</u></a>
21st CCLC Afterschool and Enrichment for Teens Program (ASSETs)	9-12	Competitive Application	Site Based Awards	<a href="#"><u>8420 - 8428</u></a>
<b>State Funding</b>				
After School Education and Safety Program (ASES)	TK-8/9*	Competitive Application	School Based Awards	<a href="#"><u>8482 - 8484.65</u></a>
Expanded Learning Opportunities Program (ELO-P)	TK-6**	<b>Formula Based Apportionments</b>	LEA Based Awards, <i>Site Distribution is locally determined</i>	<a href="#"><u>46120</u></a>

\*Funding is apportioned to LEAs that serve TK-6 students. Once the LEA meets the minimum offer and access requirements for TK-6 students they can offer programming to students in other grades.

\*\* This includes 9th grade when middle schools are inclusive of offering a 9th grade.



# *Policy Updates*

# State Policy Updates

## FY 2025–26 Budget Impacts on Expanded Learning

We are happy to share that the California Legislature and Governor Newsom have maintained their commitment to Expanded Learning programs. Despite fiscal challenges, funding for Expanded Learning has increased:

- **Increases ongoing funding for ELO–P** (Expanded Learning Opportunities Program) by **\$525.5 million**.
- **Maintains existing reimbursement rates** for **ASES** and **21st CCLC** programs.

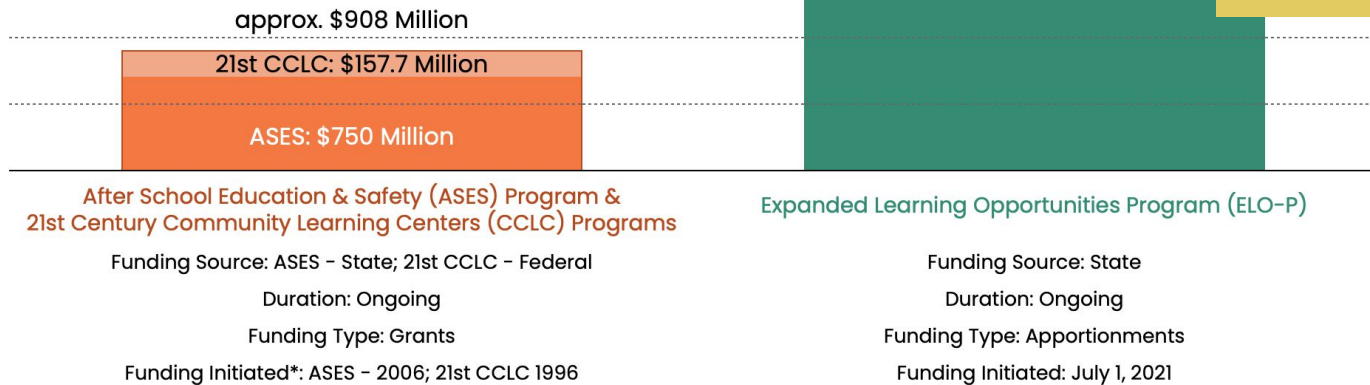
[Access the CAN Policy Newsletter & Updates](#)



# CA Expanded Learning Funding

## FY 2025-26

**Total Funding: \$5.4 Billion**



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# State Policy Updates

## Budget Trailer Bill Impacts On Expanded Learning

The signed budget typically requires changes to existing laws to implement the budget changes, which are outlined in “trailer bills: organized by issue areas such as “K-12”, “higher education”, and “housing.” Trailer bills take effect immediately upon the Governor’s signature and typically only require a majority vote.

[AB-121 Education finance: education omnibus budget trailer bill](#) was signed into law on June 27, 2025, and has several impacts on ELO-P funding:

### Rate Changes for FY 2025–2026

- Beginning in FY 2025–26, Rate 1 LEAs drop from 75% unduplicated pupil population (UPP) to 55% UPP.
- Intent is for the Rate 2 rate to be no less than \$1,575 (Result of AB 102)

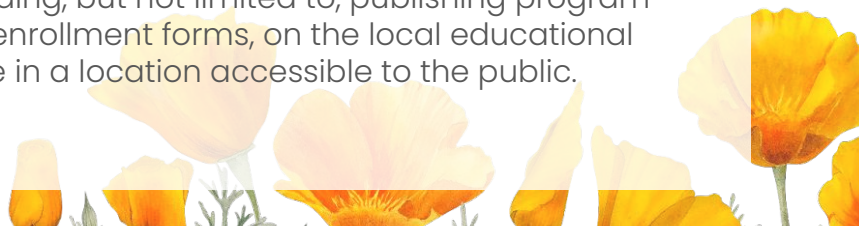
### Minimum Apportionment Amount

- Beginning in FY 2025–26, the minimum apportionment amount is changing from \$50,000 to \$100,000.

### “Offer Access” Definition includes additional language

- (5) “Offer access” means to recruit, advertise, publicize, or solicit through culturally and linguistically effective and appropriate communication channels, including, but not limited to, publishing program availability information in local educational agency pupil enrollment forms, on the local educational agency website, and posted publicly at each program site in a location accessible to the public.

### Audit for “New Rate 1” LEAs for FY 2025–2026



# ELO-P Rates

ELO-P Funding is currently organized into two “rates” based on an LEA’s Unduplicated Pupil Percentage (UPP). These rates determine the funding formula and offer and access requirements.

	Rate 1 LEA’s	Rate 2 LEA’s
<b>UPP</b> <i>prior FY LCFF UPP</i>	Greater than or equal to 55% <i>down from 75% as of FY 25–26</i>	Less than 55% <i>As of FY 25–26</i>
<b>Offer*</b>	Offer access to <b>ALL students</b> in TK–6	Offer access to at least <b>ALL UNDUPLICATED students</b> in TK–6
<b>Provide Access*</b>	Provide access to <b>ANY student</b> as requested	Provide access to <b>ANY UNDUPLICATED student</b> as requested
<b>Apportionment Funding Calculation</b>	$(\text{Rate 1}) \times (\text{ADA}^{**}) \times (\text{UPP})$	$(\text{Rate 2}) \times (\text{ADA}^{**}) \times (\text{UPP})$
	<i>**ADA: prior fiscal year second period reported kindergarten and grades 1 to 6, inclusive, classroom-based average daily attendance.</i>	
<b>FY 23–24 Rates</b>	Beginning in FY 2022–23, Rate 1 is set at \$2,750	\$1,802.66...
<b>FY 24–25 Rates</b>	Remains at \$2,750	Original Rate: \$1,579.55...; Revised Rate: \$2,000
	<i>The return of unspent funds from FY 2021–22 and FY 2022–23 was used to increase <u>Rate 2 in 2024–25</u> (per EC Section 46120(d)(6)(C)). For FY 2024–2025, the liquidation deadline is June 30, 2026 (everything must be expended by that date).</i>	
<b><u>FY 25–26 Rates</u></b>	Remains at \$2,750	\$1,280.21...
	<i>Intent is for the Rate 2 rate to be no less than \$1,575. <u>SB 105</u> proposes an additional \$81+ million in funding for ELO–P. If this passes this additional funding would likely bring Rate 2 up to the intended rate.</i>	

\*While the law outlines offer and access requirements, actual **student attendance is based on the individual needs of the student and their family.**



# Revised ELO-P Audit Requirements

## Final Education Omnibus Trailer Bill, page 77 (June 2025)

(c) (1) (A) 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).

(B) Notwithstanding subparagraph (A), commencing with the 2025–26 fiscal year, a local educational agency that received funding pursuant to subparagraph (D) of paragraph (1) of subdivision (d) in the prior applicable fiscal year, and receives funding pursuant to subparagraph (C) of paragraph (1) of subdivision (d) in the current applicable fiscal year, shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with paragraph (3) of subdivision (b) for that current applicable fiscal year only and, for each fiscal year thereafter, shall be subject to an audit to determine compliance with paragraph (2) of subdivision (b).



...commencing with the 2025–26 fiscal year, a local educational agency that received funding pursuant to subparagraph (D) of paragraph (1) of subdivision (d) in the prior applicable fiscal year, and receives funding pursuant to subparagraph (C) of paragraph (1) of subdivision (d) in the current applicable fiscal year, shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with paragraph (3) of subdivision (b) for that current applicable fiscal year only and, for each fiscal year thereafter, shall be subject to an audit to determine compliance with paragraph (2) of subdivision (b).

Rate 2

Rate 1

#### Rate 1 Requirements:

(2) Commencing with the 2023–24 school year, as a condition of receipt of funds allocated pursuant to subparagraph (B) subparagraphs (B) and (C) of paragraph (1) of subdivision (d), local educational agencies shall **offer to all pupils** in classroom-based instructional programs in kindergarten and grades 1 to 6, inclusive, access to expanded learning opportunity programs, and shall **provide access to any pupil** whose parent or guardian requests their placement in a program.

#### Rate 2 Requirements:

(3) Commencing with the 2023–24 school year, as a condition of receipt of funds allocated pursuant to subparagraph (C) (D) of paragraph (1) of subdivision (d), local educational agencies shall **offer to at least all unduplicated pupils** in classroom-based instructional programs in kindergarten and grades 1 to 6, inclusive, access to expanded learning opportunity programs, and shall **provide access to any unduplicated pupil** whose parent or guardian requests their placement in a program.



# Translation:

...beginning in FY 2025–26, LEA's receiving received funding at Rate 2 in the **prior FY**, and receiving funding at Rate 1 in the **current FY**, are subject to audit compliance with Rate 2 requirements for the current FY only. For each FY thereafter, they are subject to audit compliance with Rate 1 requirements.

Funding Year	Funding Status	Audit Status	Audit Requirements
FY 24-25	Rate 2	Rate 2	<i>Offer and provide access to <b>all unduplicated students</b></i>
FY 25-26	Rate 1	Rate 2	<i>Offer and provide access to <b>all unduplicated students</b></i>
FY 26-27	Rate 1	Rate 1	<i>Offer and provide access to <b>all students</b></i>
FY 27-28	Rate 1	Rate 1	<i>Offer and provide access to <b>all students</b></i>



# Attendance Recovery is Happening!

Beginning in FY 25–26 LEA's can offer Attendance Recovery which helps LEAs recover lost ADA funding and learning by offering extra academic support outside school hours. Attendance Recovery programs are optional and can be offered in conjunction with ELO-P.

We've compiled key statewide\* resources to support implementation:

- CDE Guidance & Resources
- PCY Brief: *The New Attendance Recovery Policy: Recommendations for Partnering with Expanded Learning*
- CAN & CDE Spring ELO-P Academy: Strategies to Support Attendance Recovery

Access the Resources:



*Scan me*

<https://bit.ly/ARinCA>



## CALPADS Updates



**Michael Funk**  
Director  
Expanded Learning Division



**Heather Williams**  
Director, Policy & Outreach  
California AfterSchool Network





# Expanded Learning Reporting (CA Requirements)

NEW!

## **ASSIST (EXLD)**

*After School Support and  
Information System Database*

## **AOBD (EXLD)**

*State Annual Outcomes Based  
Data*

## **CALPADS (EDMD)**

*California Longitudinal Pupil  
Achievement Data System*

21st CCLC (E/M & ASSETs)  
ASES

21st CCLC (E/M & ASSETs)  
ASES

21st CCLC (E/M & ASSETs)  
ASES  
ELO-P

Grant Management  
*(Communications, Fiscal  
Compliance, Reductions, TA)*

Evaluation  
*(Supports development of CA ExL  
Biennial Report)*

Data Collection  
*(Supports multiple state reporting  
requirements)*

RFA Application Data  
Contact Info  
Annual FY Budget  
Quarterly Expenditures  
Semi-Annual Attendance

Attendance  
Statewide Student Identifiers  
Evidence of CQI Process

Enrollment (Yes/No)  
Days of Participation (0-300)

**21st CCLC programs also have additional federal [APR reporting requirements](#).**

# Expanded Learning Reporting

## ELO-P Annual Reporting Requirements

ELO-P funding is **an apportionment**, not a grant and has various ELO-P specific reporting requirements outlined in Ed Code including:

- Expenditure Reports
- ELO-P TK and K Legislative Report
- Third Party Off Site Provider Survey

## **AB 1113**

Assembly Bill (AB) 1113 was introduced in 2023 by Assemblymember McCarty and signed into law in 2024. AB 1113 cites research that finds students participating in Expanded Learning programs improve their outcomes and describes the state's investment and goal of expanding universal access to such programs to all school-age children/youth in the state.

To help assess progress toward this goal, AB 1113 requires the CDE to collect in CALPADS, beginning in the 2025–26 academic year, annual pupil enrollment and participation in any of the following Expanded Learning programs:

- Expanded Learning Opportunities Program (ELO-P)
- 21st Century Community Learning Centers (CCLC), including programs serving elementary and middle/junior high school students, and the After School Safety and Enrichment for Teens (ASSETS) program
- The After School Education and Safety (ASES) program

*Thank you for joining!*

## Spring 2025 ELO-P Academy

**April 16, 17, 22 & 23, 2025**

Join us for a multi-day convening of virtual workshops to support CA ELO Programs.



**ALL  
Resources  
Available!**

**10:00 AM - 12:00 PM**

- April 16: Nuts & Bolts: EXL 101 & Education Funding – How Expanded Learning Fits Into the Education System
- April 17: Strategic Design for CA Expanded Learning: Activate, Join, and Shape the Ecosystem Plan
- April 22: Strategies to Support Attendance Recovery
- April 23: Unlocking Insights: Data Collection for Expanded Learning

**Resources on our Website**



**CAN**  
California After-School Network  
CONNECT CONVEY INSPIRE

Access Day 4 Materials



*Scan me*

<https://bit.ly/3ZHdGoa>

# What is CALPADS?

California Longitudinal Pupil Achievement Data System

## Data Collections:

- Student Enrollment
- Student Demographics
- Program Participation
- Course Enrollment and Completion
- Behavioral Incidents
- Certificated Staff
- Attendance Summary Data
- Post Secondary Survey Results
- Work-based Learning
- Special Education Plans/Meetings, Services

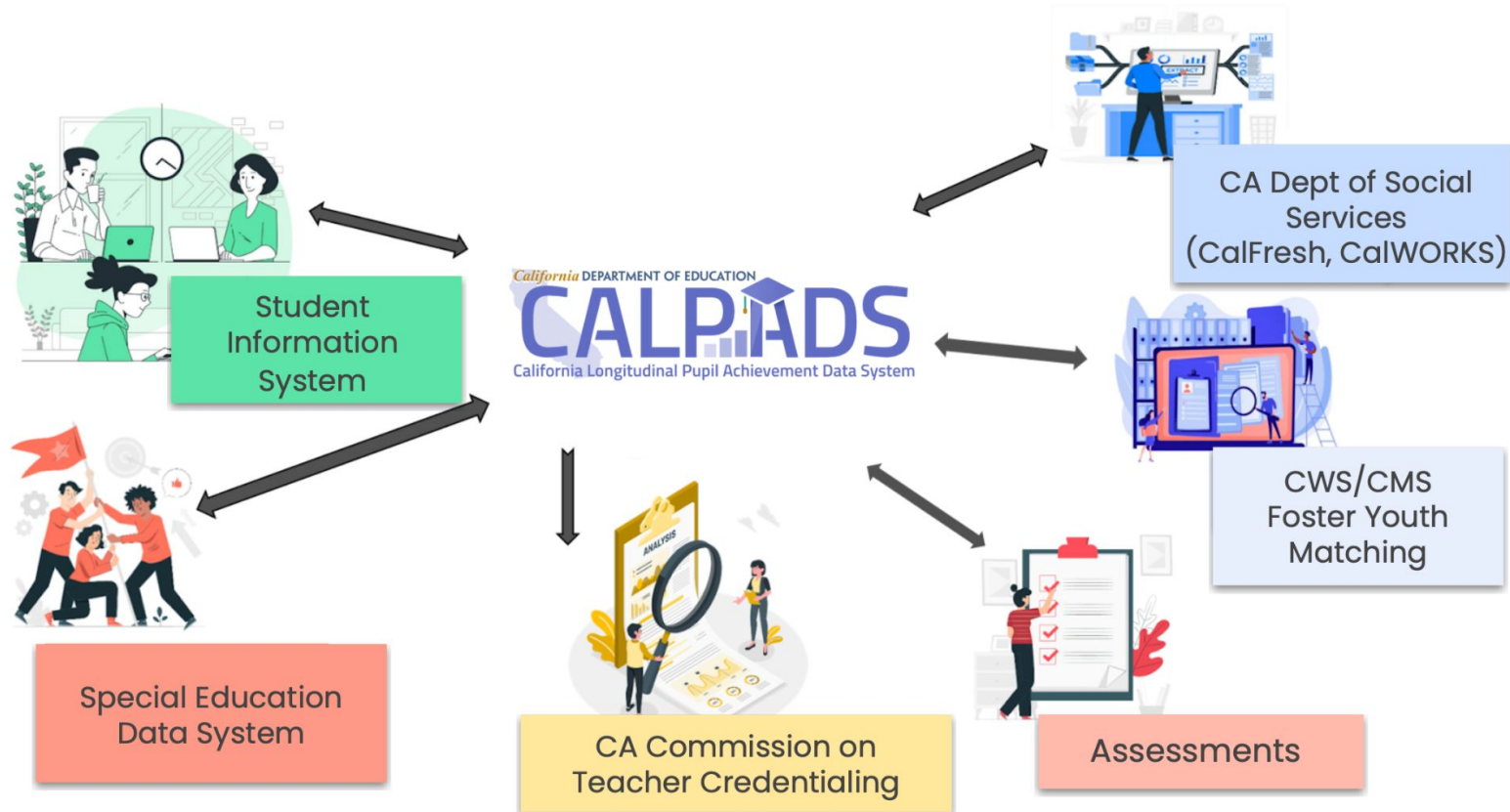
## Data Uses:

- Track students over time
- Calculate the majority of the California School Dashboard indicators
- Fulfill state and federal reporting requirements
- Provide information about students and schools to state decision-makers, parents, community, and researchers



# CALPADS Data Sources

*Each LEA has a LEA CALPADS Administrator who is responsible for interfacing with CALPADS through these data sources.*



# CALPADS Update Flash #305



Date: June 11, 2025

To: Local Educational Agency (LEA) Representatives

From: California Department of Education (CDE) – CALPADS Team

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## **New 2025–26 Data Collections for Attendance Recovery Program and Expanded Learning Programs**

<https://documentation.calpads.org/Training/doc/calpadsupdf-flash305.pdf>

# **CALPADS Data Collection Requirements for Expanded Learning Programs**

This data will be a student-level collection at the *LEA level* and not at the school level. Therefore, the data will be collected through a new LEA-level file named the Local Educational Agency Program (LEAP) file.

Specifically, through the LEAP file LEAs will be required to submit the following two fields to CALPADS:

1. An “Expanded Learning Program Record” for each student who is “enrolled” in an Expanded Learning Program (Education Program Code 194).
  - “Enrolled” is defined as any student whose parents or guardians signed an expanded learning program registration form.
2. Expanded Learning Program Days – The number of days the student participated in one or more Expanded Learning programs for the Academic Year which may be zero if the student enrolled in the program but did not participate.

## Expanded Learning Program Days

At the end of the school year, LEAs will submit the total number of days the student participated in an Expanded Learning program during the academic year (between July 1 – June 30). If a student enrolled in and never participate, the LEA should populate this field with "0."

"An Expanded Learning day" is a day that a student attended any of the Expanded Learning programs. There is not a specific amount of time students must attend to be counted. For example, the following would count as one day:

- 5 minutes attended on one day
- 2 hours attended on one day
- 1 hour attended before school and 1 hour attended after school on the same day

## **Program Provider Data Collection**

To meet the CALPADS reporting requirement, each LEA must collect or receive from their Expanded Learning provider the following information for each student enrolled in their LEA:

- The Statewide Student Identifier (SSID) or local identifier of the student.
- The total number of days the student participated between July 1 and June 30 (FY), including "0" if the student was registered and never participated.

# CALPADS Communications



## CALPADS Listservs

### **CALPADS-LEA listserv**

The CALPADS-LEA listserv is a private listserv restricted to LEAs. CDE staff may also request to join this listserv. All requests for membership will be reviewed before approval is granted. LEA subscribers must use their LEA assigned email in order to join.

To Subscribe:

Simply submit an email (*with no message*) to: [subscribe-calpads-lea@mlist.cde.ca.gov](mailto:subscribe-calpads-lea@mlist.cde.ca.gov)

All requests for membership will be reviewed before approval is granted.

For more info: <https://www.cde.ca.gov/ds/sp/cl/listservs.asp>

## CALPADS Update FLASH

<https://www.cde.ca.gov/ds/sp/cl/communications.asp>



## Expanded Learning Programs: Audits



**Iqbal Badwalz**

Education Programs Administrator  
Expanded Learning Division



**Teng Xiong**

Education Programs Consultant  
Expanded Learning Division



# Expanded Learning Program (EXLP) Funding Sources

## **State**

- After School Education and Safety (ASES) Elementary/Middle School (6010)
- Expanded Learning Opportunities Program (ELO-P) (2600)

## **Federal**

- 21<sup>st</sup> Century Community Learning Centers (CCLC) Elementary/Middle School (4124)
- 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens (ASSETs) (4124)

# Expenditure Tracking

Track funding separately by the funding source.

ASES, 21<sup>st</sup> CCLC, ASSETs

- Funding is by site, should be tracking expenditures by site

ELO-P

- School district/charter school

# Audit Educational Code

*EC* section 41020 requires all LEAs, including charter schools to obtain an annual independent audit report and submit a copy to CDE. Section 41020 “l” and “m” requires the State Superintendent of Public Instruction (SSPI) to resolve the audit findings.

*EC* section 8484.8(b)(3) requires that all grant recipients using federal funds obtain an annual fiscal audit of their books and records, and that adequate records be maintained.

# Audit Educational Code

*EC* section 8482.3(f)(5) requires that all grant recipients using state funds follow all fiscal reporting and auditing standards required by the CDE.

*EC* section 8421(f)(8)(B) requires that all grant recipients using federal funds follow all fiscal reporting and auditing standards required by the CDE.

# Audit Educational Code

*EC* Section 46120(c)(1)(A), starting with the 2023-24 fiscal year, a local education agency shall be subject to the audit conducted pursuant to *EC* Section 41020...



# EXLP Compliance

<b>Federal Program Monitoring (FPM) Review (CDE)</b>	<b>Audit Review (Not CDE)</b>
A CDE consultant conducts the FPM Review.	An independent auditor, contracted by the local educational agency (LEA).
Annually, based on Cohorts (Cohort A/C and B/D).	Annually

# Local Educational Agency Annual Audits

<https://www.cde.ca.gov/fg/au/ag/>

[Home](#) / [Finance & Grants](#) / [Auditing](#) / [Local Educational Agency Annual Audits](#)

## Local Educational Agency Annual Audits

Resources for external auditors and local educational agency (LEA) personnel for completing the annual financial and compliance audit required by *Education Code* Section 41020.

### Overview

All LEAs are required to have an annual audit completed by an independent auditor registered with the State Controller's Office (SCO), pursuant to [Education Code \(EC\) Section 41020](#). The purpose of these annual audits is to promote accountability over public educational funding and encourage effective and efficient use of state funds for the children of California. Further, the annual audits are designed to encourage sound fiscal management and strengthen fiscal accountability at the LEA, county, and state level.

The audit reports should be completed in compliance with the K–12 LEA Annual Audit Guide (Audit Guide). The Audit Guide is updated every year by the SCO and submitted to the Education Audits Appeal Panel (EAAP) as described in [EC 14502.1](#) to provide audit steps, reporting requirements, and audit guidance for LEA audits. The California Department of Education (CDE) provides guidance to LEAs and external stakeholders, provides consultation on the audit guide content, reviews annual audit reports, and ensures certain audit findings are resolved.

[Process & Key Dates](#)

[Audit Resources](#)

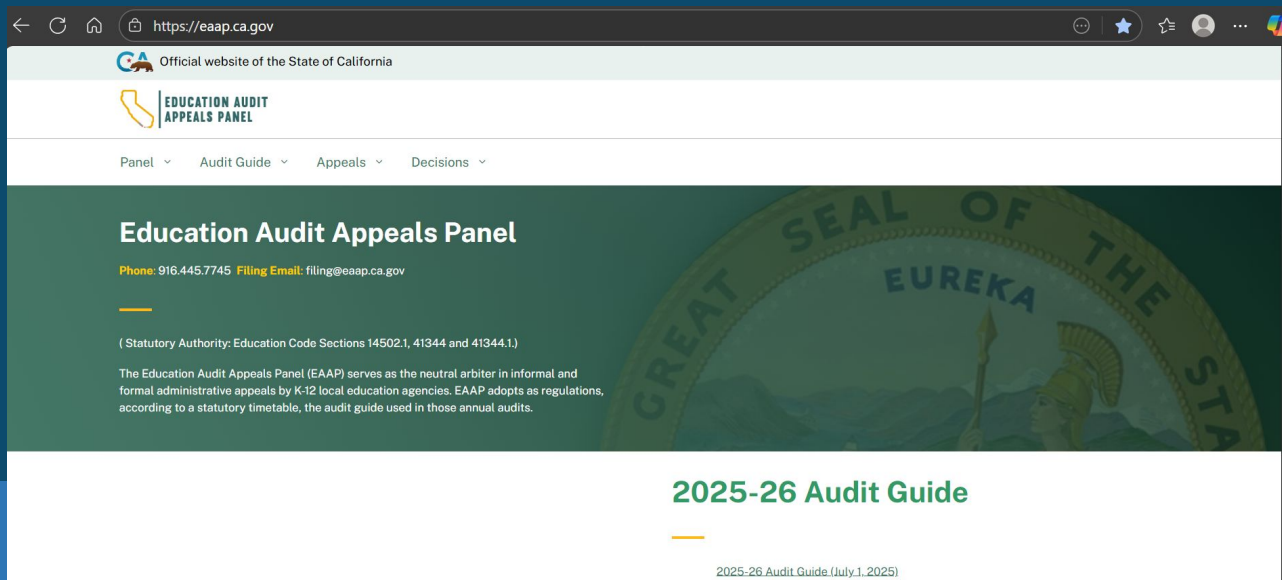
[Compliance](#)

[Submit Audit Reports & File Extensions](#)

[Audit Resolution](#)

# Audit Guide

Education Audit Appeals Panel (EAAP), located at <https://eaap.ca.gov> has a copy of the K-12 Audit Guide, including ASES and ELO-P Audit Guides.



# What happens if I get a finding?

Fiscal penalties or apportionment significant findings

- School Fiscal Services Division ([pase@cde.ca.gov](mailto:pase@cde.ca.gov)) and LEA Audits ([leaaudits@cde.ca.gov](mailto:leaaudits@cde.ca.gov))

Programmatic findings

- Expanded Learning Division (EXLD), Program Monitoring Office (PMO)

# EXLD, PMO Coverage

Regions 1, 2, 3 – Thu Le Doan

Regions 4, 5, 6 – Vacant

Regions 7, 8 – Teng Xiong

Regions 9, 10 – Man Phan

Region 11 – Vacant

Administrator – Iqbal Badwalz

# What happens after I resolved my findings?

Regional support system for ASES-, 21<sup>st</sup> CCLC-, ASSETs-, and ELO-P-funded expanded learning programs.



# System of Support for Expanded Learning (SSEL)



# SSEL

California Department of Education, Expanded Learning Division

- Education Programs Consultant (EPC)
- Fiscal Analyst

County Offices of Education

- County Lead – Local Support
- STEAM Lead – Local Support

# SSEL Contacts

[Home](#) / [Learning Support](#) / [Expanded Learning](#) / [System of Support for Expanded Learning Contacts](#)

## System of Support for Expanded Learning Contacts

System of Support for Expanded Learning contacts within the 11 service regions of the California County Superintendents' Educational Services Association.

The System of Support for Expanded Learning (SSEL), After School Education and Safety (ASES), 21st Century Community Learning Centers (CCLC), Science, Technology, Engineering, Arts, and Mathematics (STEAM), and California Department of Education (CDE) contacts are listed in each region and can be contacted for technical assistance.

[Region 1](#) [Region 2](#) [Region 3](#) [Region 4](#) [Region 5](#) [Region 6](#) [Region 7](#) [Region 8](#) [Region 9](#) [Region 10](#) [Region 11](#)

### Region 1—Del Norte, Humboldt, Lake, Mendocino, and Sonoma Counties

#### Mendocino, Lake, Humboldt, and Del Norte County Contact

Bessie Glossenger  
707-467-5152  
[bglossenger@mcoe.us](mailto:bglossenger@mcoe.us)  
SSEL County Lead

#### Trending in Expanded Learning

[Expanded Learning Opportunities Program](#)

[Funding Opportunities](#)

[Expanded Learning Opportunities Program FAQs](#)

[Expanded Learning](#)

[After School Education and Safety Description](#)

[More Trending Items](#)

# SSEL Contacts

## System of Support for Expanded Learning Contacts - Expanded Learning (CA Dept of Education)

### Ex. Region 7

- EPC – Rosalyn Clark (Fresno, Tulare, Kings, and Madera Counties) and Susie Morikawa (Merced and Mariposa County)
- Fiscal Analyst – Andrea Shumate
- COE Leads – Josh Blecha (Fresno County), Sheilah Brooks (Merced and Mariposa Counties), and Virginia Sepeda (Tulare, Kings, and Madera Counties)
- STEAM Hub Leads – Sheilah Brooks (Merced and Mariposa Counties), Virginia Sepeda (Tulare, King, and Madera Counties), and Vacant (Fresno County)

# Resources

[Home](#) / [Learning Support](#) / [Expanded Learning](#)

## Expanded Learning

California's Expanded Learning programs are an integral part of young people's education, engaging them in year-round learning opportunities that prepare them for college, career, and life.

### [Expanded Learning Opportunities Program—Assembly Bill 130](#)

The Expanded Learning Opportunities Program provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

### [Expanded Learning Opportunities Grant—Assembly Bill 86](#)

COVID-19 Relief and School Reopening Grant

### [Funding Opportunities for Expanded Learning](#)

Access different funding opportunities available for schools in California and funding results from previous years

### [Quality Standards and Continuous Quality Improvement](#)

Information and guidance on the *Quality Standards for Expanded Learning in California* and implementing a quality, data-driven improvement process for expanded programs based on the Quality Standards.

### [Statewide System of Support](#)

The System of Support for Expanded Learning programs in California consist of California Department of Education staff, designated County Leads/Staff and contracted Technical Assistance Providers.

#### Trending in Expanded Learning

[Expanded Learning Opportunities Program](#)

[Funding Opportunities](#)

[Expanded Learning Opportunities Program FAQs](#)

**Expanded Learning** (this page)

[After School Education and Safety Description](#)

[More Trending Items](#)

# Resources

CDE EXL Webpage – <https://www.cde.ca.gov/ls/ex/>

- FAQs (ASES, 21<sup>st</sup> CCLC, ASSETs, Summer [ASES, 21<sup>st</sup> CCLC, ASSETs], and ELO-P)
- Laws and Policy (Guidance on Administrative and Indirect Costs, Match Requirements, etc.)
- Reporting and Forms (ASSIST – grant management database, Reporting Timelines, etc.)



# Sequence of Questions

- Check FAQs
- Other/nearby grantees/LEAs
- County Leads – Local Support
- CDE – Consultants and/or Fiscal Analyst

## Attendance Recovery & ELO-P FAQ Updates



**Jen Taylor**

Education Programs Consultant  
Expanded Learning Division

**Lindsay Bloomberg Johnson**  
Education Programs Consultant  
Expanded Learning Division



# Waitlists

Can an LEA that has students on a waitlist for ELO-P enroll students in an AR program that is supported with ELO-P funds?

- The creation and implementation of a waitlist would be a locally based decision if an LEA meets the requirements to offer and provide access, as outlined in EC Section 46120(b).
- An LEA cannot bypass a student on the ELO-P waitlist to enroll a student in AR that is not on the ELO-P waitlist.

# Supervision

Must an AR program occur in a separate classroom from ELO-P?

- Statute does not preclude an AR classroom from having students present who are not participating in the program, so long as all conditions of apportionment are being met. The determination of whether ELO-P and AR programs are offered in the same classroom is a local level one and should be made based on the needs of the students.
  - Example 1: A classified employee and a certificated employee of the LEA supervise a commingled group of up to 20 non-kindergarten students participating in ELO programming, and up to 20 in AR, working on homework assignments and other content aligned to grade-level standards.
  - Example 2: A certificated employee of the LEA supervises a classroom where 10 non-kindergarten students are engaged in enrichment activities and 10 non-kindergarten students receive instruction aligned to grade-level standards.
  - Example 3: In a classroom containing kindergarteners, a certificated employee engages 10 students in enrichment activities and play, while in a certificated employee of the LEA leads up to 10 students in academic content.

# Instructional Content

Can a school district offer four hours of AR supervised by certificated employees of the district and five hours of ELO-P supervised by either certificated or classified staff?

- No, this offering does not provide AR as a voluntary option for students and would not meet the ELO-P minimum time requirement for a nonschool day. AR hours do not count towards meeting the statutory requirement for the required daily length of ELO-P programming.
- It is the intent of the legislature that AR programs do not negatively affect expanded learning implementation (EC Section 46210(b)(2)). Moreover, AR is not compulsory and students concurrently participating in both AR and ELO-P retain the ability to participate in either program (EC Section 46211(c)).

# Fees

## Attendance Recovery

Can a LEA charge a fee in order for a student to participate in AR?

No, in general, public school students cannot be required to pay a fee to participate in an educational activity (*EC* Section 49011).

(FAQ #14)

## Attendance Recovery and ELO-P

Can a student be charged a fee for ELO-P on a day in which they participate in AR?

No, students cannot be charged an ELO-P fee for any day in which the student participates in both ELO-P and AR (*EC* Section 49011).

(FAQ #15)

# Fees

Can a student be charged a fee for ELO-P on a day when they did not participate in AR?

- Yes. However, **students** that are **foster youth, homeless** and/or **qualify for free and reduced-price meals** cannot be charged a family fee. Students not within one of these categories can be charged a family fee.
- If a local educational agency (LEA) charges a family fee, it must be done so on a **sliding scale** that adjusts the fee based on family income and ability to pay.
- LEAs shall allow families to demonstrate their eligibility for a family fee waiver, by way of **self-certification**, pursuant to EC Sections 46120(b)(5), 8483(e), and 8482.6. If an LEA charges family fees, the LEA must **track and maintain accurate records of fees** collected for program activities or services to students.



# Attendance Recovery FAQs

[bit.ly/3ECoeOb](https://bit.ly/3ECoeOb)



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## For AR Related Questions, please refer to the following areas:

- Educational Options/Attendance Recovery Promising Practices Guidance: [EOO@cde.ca.gov](mailto:EOO@cde.ca.gov)
- CALPADs Questions: [CALPADS@cde.ca.gov](mailto:CALPADS@cde.ca.gov)
- ELO-P/Expanded Learning: [expandedlearning@cde.ca.gov](mailto:expandedlearning@cde.ca.gov)
- Attendance Related Questions: [attendanceaccounting@cde.ca.gov](mailto:attendanceaccounting@cde.ca.gov)
- Generating ADA/Fiscal Questions: [PASE@cde.ca.gov](mailto:PASE@cde.ca.gov)
- Chronic Absenteeism Rate Related Questions: [Dashboard@cde.ca.gov](mailto:Dashboard@cde.ca.gov)



*Thank You!*



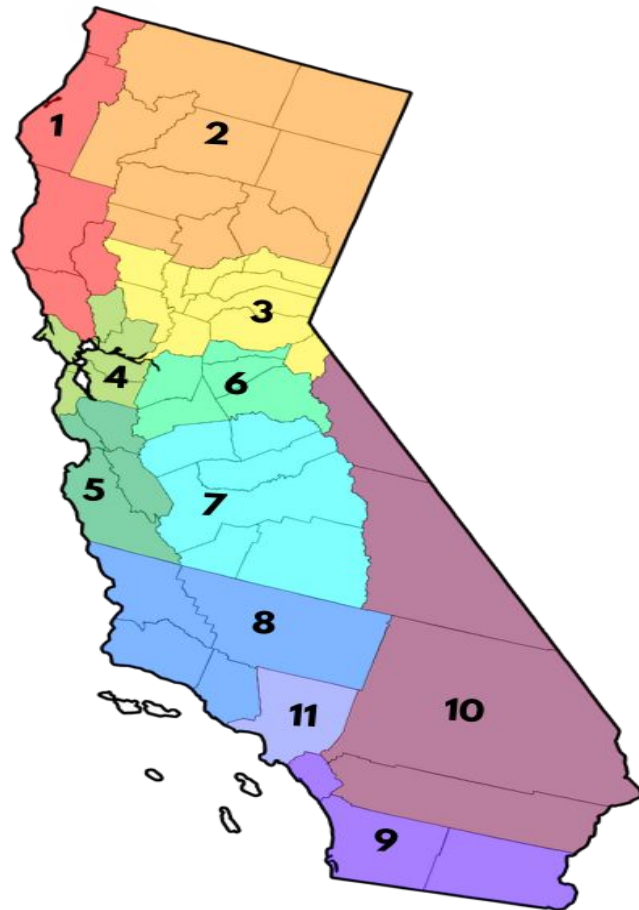
# We're here to support YOU!

Contact the System of Support  
for Expanded Learning:

[bit.ly/SSELcontact](https://bit.ly/SSELcontact)



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# Connect with us!



/CaliforniaAfterSchool



@ca\_afterschool



@caafterschoolnetwork



/ca-afterschool-network



/CaliforniaAfterSchoolNetwork

**Get our latest  
info in one place!**



**Save the dates!** The 2025-26 EXL Calendar of Virtual TA Events is here to support the Expanded Learning (EXL) field with valuable statewide virtual technical assistance for ASES, 21st CCLC, and ELO programs.

*\*Dates are subject to change.*

## 2025-26 EXL CALENDAR OF EVENTS



### Summer EXL Office Hours

- July 18
- August 1
- August 15
- August 29



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### Fall EXL Office Hours

September 5,  
October 17,  
November 7 & 21



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### Fall 2025 EXL Academy

September 16, 18, 30, &  
October 1



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### Winter EXL Office Hours

- December 12
- January 16 & 30
- February 13



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### 2026 Site Coordinator Symposium

February 4, 27-28



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### Spring EXL Office Hours

March 13 & 27  
May 8 & 22



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### Spring 2026 EXL Academy

April 1, 2, 7 & 8



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Hosted by CAN, in Partnership with the CDE Expanded Learning Division, and other members of the System of Support for Expanded Learning (SSEL)



**CAN**  
California AfterSchool Network





*Thank You*  
**for your participation!**  
**Please provide us with**  
**your feedback.**

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## Breakouts – Choose your own adventure!

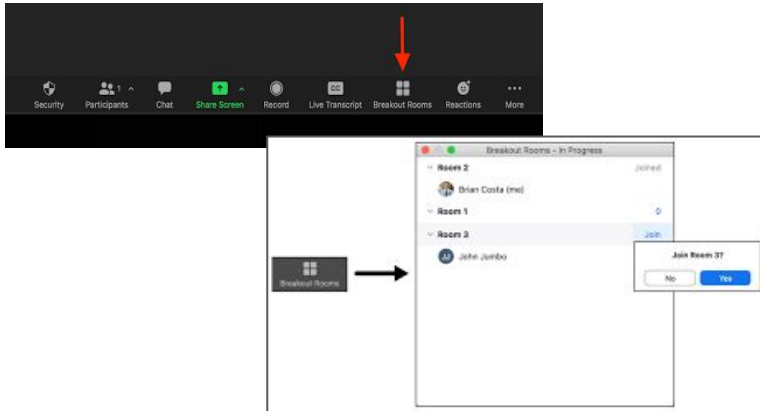
- Room 1: **Technical Qs** with Heather & Michael
- Room 2: **Quality ExL Opportunities 101** with Melea
- Room 3: **Policy Weeds** with Malia & Leslye
- Room 4: **Attendance Recovery** with Jen & Lindsay
- Room 5: **Audits** with Iqbal & Teng
- Room 6: **Community Share – Ideas, Insights & Considerations** with Jeff Davis & Donielle Prince



# Ways to Join the Breakout Rooms

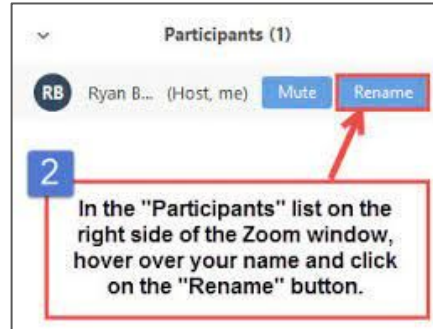
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1. Using the Zoom Control Bar, at the bottom of your window, click on **Breakout Rooms**. This will display the list of breakout rooms.
2. Then, select the breakout room you would like to join.



2

1. Rename yourself with the room you want to go to, and we will assign you to the breakout room. (i.e. R3 - Heather)
2. In the **"Participants"** list on the right side of the Zoom window, hover over your name and click on the **"Rename"** button



3

If you can't do either steps 1 or 2, we will help you get to a breakout room.