

Date of Hearing: March 25, 2026

ASSEMBLY COMMITTEE ON EDUCATION  
Darshana R. Patel, Chair  
AB 2107 (Pellerin) – As Introduced February 18, 2026

**SUBJECT:** Expanded Learning Opportunities Program: offering access: unduplicated pupils

**SUMMARY:** Requires local educational agencies (LEAs) to prioritize offering access to the Expanded Learning Opportunities Program (ELOP) for students who are low income, English learners, or in foster care, collectively known as unduplicated pupils. Specifically, **this bill:**

- 1) Requires LEAs, in offering access to ELOP programs for students in grades kindergarten through 6<sup>th</sup> grade, to prioritize offering access to unduplicated pupils. Unduplicated pupils refers to those who are low income, English learners, or in foster care.

**EXISTING LAW:**

- 1) Defines “expanded learning” as before school, afterschool, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. (Education Code (EC) 8482.1)
- 2) Expresses the intent of the Legislature that expanded learning programs are student-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular schoolday and school year. (EC 8482.1)
- 3) Establishes the ELOP and allocates funding to school districts and charter schools based upon their unduplicated pupil percentage (UPP). Requires school districts and charter schools serving pupils in kindergarten through 6<sup>th</sup> grade in classroom-based instructional programs to provide access to no less than 9 hours of combined in-person instructional time and expanded learning opportunities per instructional day, and no less than 9 hours of expanded learning opportunities per day for at least 30 non-schooldays during intersessional periods. (EC 46120)
- 4) Requires, commencing with the 2023-24 school year, as a condition of receipt of these funds, school districts and charter schools with an enrollment of 55% or more UPP, to offer the program to all pupils in kindergarten through 6<sup>th</sup> grade and provide access to any pupil whose parent or guardian requests their placement in a program. For schools with an enrollment of less than 55% UPP, requires the school to offer the program at least to all UPP pupils and provide access to any UPP pupil whose parent or guardian requests their placement in a program. (EC 46120)
- 5) States the intent of the Legislature that all LEAs offer all unduplicated students access to comprehensive afterschool and intersessional expanded learning opportunities. (EC 46120)
- 6) Requires LEAs to prioritize services at schoolsites in the lowest income communities, while maximizing the number of schools and neighborhoods with ELOPs across their attendance area. (EC 46120)

- 7) Defines “unduplicated pupil” as a pupil enrolled in a school district or a charter school who is either classified as an English learner (EL), eligible for a free or reduced-price meal, or is a foster youth. Specifies that UPP is calculated as the percentage of unduplicated pupils by dividing the enrollment of unduplicated pupils in the school district or charter schools by the total enrollment in that school district or charter school. (EC 42238.02)
- 8) Establishes the After School Education and Safety (ASES) program, passed by voters as Proposition 49 in 2002, which provides \$550 million annually for before and afterschool programs for K-9 students. Priority for funding is granted to schools where at least 50% of the students are eligible for free or reduced-price meals. ASES programs receive direct grants, for which attendance is projected and grants are funded up-front, in three one-year increments. (EC 8482, 8482.4, & 8482.5)
- 9) Sets the maximum total direct grant awarded annually for an ASES program as \$112,500 for each regular school year for elementary schools and \$150,000 for middle or junior high schools. Specifies additional factors that may increase the maximum grant awards, subject to funding. (EC 8482.55, 8483.7)
- 10) Continuously appropriates \$550 million from the General Fund to the California Department of Education (CDE) for the ASES program. (EC 8483.5)
- 11) Expresses the intent of the Legislature that the federal 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program (Public Law 107-110) complement the ASES program to provide year-round opportunities for expanded learning. (EC 8484.7)
- 12) Establishes the 21<sup>st</sup> CCLC High School After School Safety and Enrichment for Teens (ASSETS) program to create incentives for establishing locally driven school enrichment programs that partner with schools and communities to provide academic supports and safe, constructive alternatives for high school students in the hours after the regular schoolday, and that support college and career readiness and requires that the CDE implement the ASSETS program to the extent that federal funds are available. (EC 8421, 8425)
- 13) Specifies that an ASSETS grantee receive a five-year grant of up to \$250,000 per year per site, pursuant to meeting specified conditions, and subject to the availability of federal funds for this purpose. (EC 8426)

**FISCAL EFFECT:** Unknown

**COMMENTS:**

*Need for the bill.* The author states, “The Expanded Learning Opportunities Program (ELOP) represents one of the largest investments in California education in recent decades. ELOP provides income-eligible families with a no-cost or low-cost, after-school and summer enrichment programming. According to the State Board of Education President, Dr. Linda Darling-Hammond, the initiative has made it possible to offer afterschool, before-school, and summer programs ‘on a scale not seen in any other state’ and ‘it has been a game-changer in many districts.’ ELOP programming is meant to give students more time for hands on learning, physical activity, social emotional development, and academic support outside the regular school day.

Though the intent of the ELOP has always been to reach English learners, foster youth, and low-income pupils – referred to as unduplicated students’ – there have been reports that some programs are reaching capacity with students who are not unduplicated.

In order to ensure that the legislative intent of the Expanded Learning Opportunities Program is fulfilled and that the students for whom the ELOP is their only opportunity for accessing transformative, high quality enrichment programs, AB 2107 explicitly states that local educational agencies are required to prioritize offering access to unduplicated students.”

***Existing law funds LEAs on the basis of unduplicated pupils, and requires them to offer access to them, but doesn’t require that they prioritize them.*** This bill requires LEAs to prioritize offering access to the ELOP.

The authorizing ELOP statute communicates legislative intent that this program serve unduplicated pupils in several ways:

- EC 43120 allocates funding to school districts and charter schools based upon their unduplicated pupil percentage (UPP).
- EC 46120 states the intent of the Legislature that all LEAs offer all unduplicated students access to comprehensive afterschool and intersessional expanded learning opportunities.
- EC 46120 requires LEAs to prioritize services at schoolsites in the lowest income communities, while maximizing the number of schools and neighborhoods with ELOPs across their attendance area.

Additionally, the CDE’s ELOP FAQ webpage, states, “LEA entitlement amounts are based on the number of unduplicated pupils that are enrolled and these pupils should receive priority enrollment.”

According to the author, stakeholders have shared that this prioritization is not occurring in all LEAs due to a lack of an explicit statutory requirement, and that in some LEAs program slots are being filled first by non-unduplicated students.

***Who participates in ELOP now?*** According to the CDE, in past years demographic information about students participating in this program has not been collected. However, beginning in the 2025-2026 school year the CDE will be collecting annual pupil enrollment for expanded learning in the California Longitudinal Pupil Data Achievement System (CALPADs).

AB 1113 (Committee on Budget), Chapter 1003, Statutes of 2024, requires the CDE to collect in CALPADS, beginning in the 2025–26 academic year, annual pupil enrollment in any one of the following expanded learning programs, which will be collected at the LEA level:

- ELOP
- 21st CCLC, which includes programs serving elementary and middle/junior high school students, and the ASSETS program
- ASES

This information will include data which will allow the state to see how many unduplicated pupils are enrolled in these programs.

***Expanded Learning Opportunity Program.*** The ELOP program, established in 2021, provides funding for afterschool and summer school enrichment programs for transitional kindergarten (TK) through 6<sup>th</sup> grade students. The state provided \$1.8 billion Proposition 98 funding in 2021-22 to establish this program, with a goal to reach \$5 billion annually by 2025-26. The Budget Act of 2022 provided \$4 billion in ongoing funding for the ELOP. School districts and charter schools are required to offer at least nine hours of combined in-person instructional time and expanded learning opportunities during the school day and for 30 days during the summer. The program must include educational and enrichment components with a maximum student-to-staff ratios of 20:1.

Beginning in the 2023-24 school year, as a condition of receipt of ELOP funding, districts and charter schools with a UPP equal to or more than 55% must offer the program to all TK through grade 6 students in classroom-based settings and provide access to any student whose parent or guardian requests their placement in a program. LEAs with less than 55% UPP must offer ELOP to TK through grade 6 students attending classroom-based programs who are unduplicated and must provide access any unduplicated pupils whose parents or guardians request their placement.

***Value of afterschool programs.*** According to a 2016 report by the Afterschool Alliance, “Research has found that when children from low-income families take part in quality afterschool programs, they see positive gains. Consistent participation in high-quality afterschool programs has been shown to help students improve their work habits and demonstrate higher levels of persistence, and helps to close the achievement gap that exists between children from low-income families and their more affluent peers.”

The California Afterschool Advocacy Alliance reports that public afterschool programs:

- Improve school attendance and reduce dropout rates;
- Help English learners transition to proficiency;
- Expand STEAM learning and develop workforce skills;
- Build social-emotional skills, health, and nutrition;
- Prevent and reduce youth substance use and abuse; and
- Reduce juvenile crime by keeping students engaged during the prime time for crime involving children.

A report by the Learning Policy Institute (LPI), *Transforming Challenges Into Opportunities: The Role of Expanded Learning Time in Advancing Educational Equity*, notes:

High-quality expanded learning time initiatives support students’ development of critical skills, as well as their social-emotional health and well-being. For maximum benefit, these programs should be taught by well-prepared educators who utilize student-centered pedagogy and curriculum. For programming to effectively meet students’ needs, it must complement the learning that takes place during the typical school day in ways that support essential curricular standards and the learning activities developed to achieve those standards. In an ideal world, expanded learning is seamlessly woven into the regular school day.

Decades of research has demonstrated that disparities in out-of-school learning opportunities translate into disparities in academic achievement. By 6th grade, students from middle- and upper-income families typically spend upwards of 6,000 more hours on educational activities than students from low-income families. (LPI, 2021)

***ASES program.*** The ASES program, passed by voters as Proposition 49 in 2002, provides a minimum of \$550 million annually from Proposition 98 for before and afterschool programs for kindergarten through grade 9 students. The 2017-18 Budget Act increased ongoing funding to the ASES program by \$50 million for a total of \$600 million. According to the CDE, the current maximum grant amount is \$152,612 per year for elementary schools and \$203,483 per year for middle/junior high schools.

School districts, COEs, state special schools, and charter schools are eligible for funding. Local governments and nonprofit organizations working in partnership with LEAs may also apply for funding. Afterschool programs must commence immediately following the end of the school day and at least until 6 p.m. for 15 hours per week. Grants are provided in three one-year increments. Priority for funding goes to schools where at least 50% of the students are eligible for free- or reduced-price lunch. Each program is required to provide a match equal to not less than one-third of the total grant. Facilities may count towards 25% of the local contribution.

Participating afterschool programs are required to have an educational and literacy component 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 sciences; and an educational enrichment component, which may include, but is not limited to, fine arts, career technical education, career exploration, recreation, physical fitness and prevention activities. ASES grantees are able to apply for summer/supplemental funding in order to operate for more than 180 days, including during summer, intersession, or vacation periods.

***21<sup>st</sup> CCLC Program.*** The 21<sup>st</sup> CCLC program is a federally funded competitive grant program. The purpose of the program is to support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers educational services to the families of participating children. Programs must operate during every regular school day and may operate during summer, weekends, intersession, or vacation periods.

***Arguments in support.*** The California Association for Bilingual Education writes, “Expanded learning opportunities play a vital role in supporting students’ academic, social, and emotional development through enrichment activities and supportive learning environments. For many English learners and students from historically underserved communities, these programs provide critical opportunities to strengthen language development and engage more deeply with their school communities.

AB 2107 helps ensure that the Expanded Learning Opportunities Program fulfills its intended purpose by prioritizing access for students who stand to benefit most from these services. By clarifying legislative intent and reinforcing equitable access to these programs, the bill supports

local educational agencies in addressing opportunity gaps and strengthening outcomes for multilingual learners and other high-need student populations.”

**Related legislation.** AB 2112 (Muratsuchi) of the 2023-24 Session would have required the Superintendent of Public Instruction (SPI) to establish a workgroup to develop and provide recommendations to the Legislature on specified elements of the ELOP. This bill was held in the Senate Appropriations Committee.

AB 1113 (McCarty) of the 2023-24 Session would have required that a portion of the funds appropriated for the ASES program be prioritized for middle schools; prioritized a portion of funding for the 21<sup>st</sup> CCLC for high schools; required a cost-of-living adjustment (COLA) for expanded learning programs, and required the CDE to collect data on students participating in the ELOP. This bill is currently inactive on the Senate Floor.

AB 2501 (Carrillo) of the 2021-22 Session would have established the California Universal Afterschool Program Workgroup to develop recommendations and proposals to reduce impediments and to develop a roadmap for providing universal access to afterschool programs for all school-age children. This bill was held in the Senate Appropriations Committee.

AB 1112 (Carrillo) of the 2021-22 Session would have required the CDE to conduct a statewide cost study, utilizing an expanded learning stakeholder group, to determine adequate funding levels for expanded learning programs and make associated recommendations. This bill was held in the Senate Appropriations Committee.

AB 130 (Committee on Budget) Chapter 44, Statutes of 2021, establishes the ELOP and appropriates \$753 million for allocation to specified school districts and charter schools serving a high proportion of unduplicated pupils. Requires, upon receipt of funding for this purpose, specified schools serving pupils in kindergarten through grade 6 to provide at least 50% of unduplicated pupils with ELOP for a minimum of 9 hours of combined in-person instruction and expanded learning opportunities on school days and no less than 9 hours of expanded learning opportunities per day for at least 30 non-school days during summer and intersessional periods.

## **REGISTERED SUPPORT / OPPOSITION:**

### **Support**

Alameda County Office of Education  
California Association for Bilingual Education  
California Federation of Teachers  
Inplay

### **Opposition**

None on file

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