EXPANDED LEARNING OPPORTUNITIES PROGRAM TK-6th Grade

Prepared by:
Voices College-Bound Language Academies

Voices College-Bound Language Academies

Voices Academy Flagship
715 Hellyer Ave
San Jose, CA 95111

This Program Plan is required by California Education Code (EC) Section 46120(b)(2)
Expanded Learning Opportunities
Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Voices College Bound Language Academy–Flagship

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

1. Voices Academy–Flagship

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” means 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. (EC Section 8482.1[a])

“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. (EC Section 46120[e][1])

REVIEW/ADOPTED 3/2/2023
EXPANDED LEARNING OPPORTUNITY PROGRAM PLAN
VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). 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 any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.
1—Safe and Supportive Environment

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 schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Voices expanded learning programs (ELO-P) will be offered onsite in collaboration with the Boys & Girls Club of Silicon Valley (BGCSV). Programs will be located at the Flagship school site, so no transportation will be necessary. BGCSV has a long history of serving students in this community, providing enriching and supportive out of school programs, which will be delivered to students in collaboration with Voices to provide one comprehensive program under ELO-P.

Staff from BGCSV will receive training in Safety & First Aid prior to starting work with Voices students, and maintain First Aid certifications appropriately. Safety drills will be scheduled, practiced, and documented one time per month for each month that the program is running, including, but not limited to, fire, earthquake, and lockdown drills. BGCSV staff will be trained on additional Voices safety procedures such as code orange (self harm), and site specific protocols.

ELO-P staff will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students by continuously holding a high standard for ourselves, as well as BGCSV, in programs. This will be evident through our commitment to shared values of excellence, community, critical thinking, creativity, and character development. Student's needs will always be held at the forefront, and be the guide to our decision making.

Additionally, staff will be easily identifiable to students, families, and other stakeholders by wearing BGCSV uniform shirts, as well as name badges identifying them as Voices/BGCSV ELO-P staff.

Staff, students, and families will know where students are located for the duration of the program through schedules (with locations of students), onsite signage (adjusted daily), and through contact with the ELO-P coordinator onsite via cell phone/text.

Emergencies can occur at any time, so staff will be trained in emergency procedures, first aid, and preventative safety, as well as have access to emergency contacts for all students in the program through emergency forms kept onsite, and through electronic registration forms as well. The program coordinator and staff will be trained on incident documentation and reporting, the importance of a timely report and communication, and have access to both the BGCSV director, Voices...
principal, and Voices Expanded Learning Coordinator phone number/emails for communication of such incidents. An emergency management flow chart will be provided at each site to assist staff in knowing who to contact, how, and when.

Voices staff, students, and BGCSV staff will all work together to share the responsibility of creating a sense of community and belonging. Values will remain aligned through periodic check-ins between BGCSV director/coordinator and Voices ELO Coordinator and site principal. Training and communication will be developed between BGCSV directors & Voices ELO Coordinator to align cultural values and support systems for the students.

2—Active and Engaged Learning

Describe 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.

Voices strives to create lifelong learners, who seek answers to their questions, challenge the status quo, and see endless possibilities for their future. In order to provide students with the tools necessary to meet these goals, it is necessary to also offer them many opportunities to explore, develop mastery in some skills, and experience novel activities they may not normally try. Expanded learning programs will support all areas of the student’s growth including physical, social emotional, and cognitive development.

Activities will reflect student voice and choice, while also reflecting the needs identified by teachers, parents/guardians, and other stakeholders. Daily activities may include, and are not limited to, creative play, arts, music, team building, leadership skills, additional academic support, homework help, recreation activities, STEAM activities, life skill building, and sports. Offerings will be “high yield” activities, meaning they have strategic goals, learning, and outcomes built in, and are not just provided simply as an activity to keep kids busy. Enrichment will be varied, and include hands-on projects, chances for students to lead, and utilize skills which will help them in their school day as well.

Through communication between Voices Expanded Learning Coordinator, school leaders, and BGCSV coordinators and staff, information will be shared regarding student needs so that program activities can be scheduled to support the school day, without duplicating it.

3—Skill Building

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

The daily schedule and overall program are designed with purpose to support students, develop their critical thinking skills, encourage exploration, nurture their passions, and increase their engagement in school and healthy activities. Students will be offered a variety of activities, clubs, and projects, all designed to encourage skill building, in both academic and enrichment areas. Examples of this are:

- **Snack/Meal Time:** Not only is this a time for students to nourish their bodies, it is a time for connection with other students/staff as they sit and eat together. It is also a time to learn nutrition and healthy living habits.
- **Group games & Sports:** These are a time to practice cooperation, teambuilding, communication, and strategy. Students are challenged to lead, as well as know when to support the group, in order to achieve a shared goal. Games can be both physical in nature, allowing for fitness, and strategic, pushing students to look beyond the obvious for additional solutions.
- **Arts Activities:** These foster creativity and expression. Arts are a chance to use ordinary materials to create something different, or to utilize techniques and tools in multiple ways, producing different results each time. They can be large, small, or pieces to a bigger final product.
- **Science / STEAM activities:** Even the simplest of science projects involve following directions, documenting your steps, outcomes, and observing what is happening. Projects can vary in size, and difficulty, or allow older students to help younger students, working together. Math can be incorporated, as well as reading, public speaking (presentations), and art. Projects can also help students learn to research, ask the right questions to get the information they need, and think critically about how and why things are happening.

Students are encouraged and supported as they build life skills as well, such as communication skills, social skills, and coping skills. These can be practiced in a safe environment of the program, supervised by caring adults, who help guide students in their choices and development of skills. Social emotional skills will be built throughout the program as students practice routines similar to those at school, act as part of a larger community, and are supported in their appropriate expression of their own needs and feelings. Appropriate behavior, language, and healthy life choices will be expected, as ELO-P rules will mirror school rules. Communication systems between Voices & BGCSV will be in place so that both are aware of student needs, challenges, and actions taken.

4—Youth Voice and Leadership

*Describe how the program will provide opportunities for students to engage in youth voice and leadership.*
In developing a program at Voices Academy, it was very important to include student input in the program design and offerings. Students (grades 3+) were surveyed regarding their needs, wants, and ideas for programs. This information was then used to identify the BGCSV as a potential partner as they could offer the majority of the programmatic pieces the students wanted.

Moving forward, student voice will continue to be essential in programs. Students will receive surveys periodically throughout the year, requesting feedback on the overall program, as well as the enrichment pieces offered. As student interests/needs change, so will the program offerings. Additionally, quarterly meetings will be held at the site for students who wish to participate in a steering committee. Student leaders will meet with BGCSV staff, as well as Voice Expanded Learning Coordinator (ELC), to plan events, talk about the direction of the program, and student needs.

Being a multi-age program, older students will have the opportunity to act as mentors/buddies to younger students, assist staff, and plan/lead activities for their peers. Students will also have the chance to lead during daily activities such as group times, games, daily tasks (snack & clean up), and restorative justice practices, as needed.

Younger students will have the chance to have their voice heard when they are voting for enrichment clubs each cycle, choosing games for recreation time, and through suggestions made during group meetings, or to older youth leaders/staff members.

All students will have the chance to participate in service learning projects to better their community several times a year. These will be chosen by students and site staff, and led primarily by student leaders, with the support of site staff.

5—Healthy Choices and Behaviors

*Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.*

During the program students will be offered times for both structured play and free play, encouraging healthy movement, releasing their energy, and to be children. Activity plans will promote physical activity, social emotional health/growth, and healthy choices.

Daily students will be given the time to be active. This may be through a structured fitness activity like yoga, dance, and sports, or through unstructured physical play time where students can choose to play basketball, jump rope, or play student led games, or in active enrichment choices such as run/walk club, sports clubs, etc.
Snacks will be served to students daily, during the program, which meet the requirements established by local, state, and federal regulations. Snacks will be consistent with the Federal Smart Snacks guidelines, and consist of at least 2 food groups. In addition to providing healthy snacks, ELO-P program recognizes the importance of supporting our students in learning to make healthy choices regarding food, sleep, exercise, and hygiene practices. In order to further support students in healthy living, the program will provide opportunities for students to exercise these healthy choices and habits, as well as seek out community resources to support these habits.

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. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Voices provides a rigorous academic program for students, founded on a Si Se Puede attitude that guides our schools. Additionally, Voices embraces a Mayan phrase, In Lak’ech, which means “I am you, you are me”. This is reflected in our strong community, and sense of family, in which we work together, believe in strength in unity, and that together we can all achieve. These values will be integral in the ELO program, and the BGCSV will be included in our familia, acting as a support for our students, and a member of our school community.

All Voices students (TK-6th) will be offered, and provided access, to ELO programs in ways which are culturally and linguistically appropriate. Additionally, all communication, meetings, and information will be provided to families in both Spanish and English. Celebrations from the cultures our students represent–Latino, American, and beyond.

Programs will be available without cost to students who qualify for Free and Reduced Price Meals (FRPM), or are foster/homeless youth, in accordance with state guidelines. Students not qualifying for no cost programs will be provided access, which may include a sliding scale fee which is considerate of income levels and ability to pay.

All students deserve a safe and supportive environment to attend afterschool, and that is the intent of Voices and BGCSV. ELO-P will provide access to all Voices students, TK-6th grade, regardless of background, culture, learning style. Voices and BGCSV recognize the value in the many backgrounds and experiences our families bring to our shared school community. BGCSV has committed to providing staff to act as positive role models, fostering this strong sense of community, and supporting our students in culturally and linguistically responsive ways.
Voices Expanded Learning Coordinator and the Director of Special Populations will work with BGCSV Coordinators to identify and remove barriers through reasonable accommodations, so that students may have equitable access to the ELO program.

7—Quality Staff

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

In hiring staff, BGCSV will seek out individuals who will be responsive to student needs, ensure their safety and well-being, as well as support the Voices culture and needs. Staff who speak Spanish and understand the Latino culture will be sought after to further support the student’s learning, language development, and cultural identity.

Expanded learning staff will participate in several sessions of professional development alongside Voices staff, in order to ensure the same school culture extends to ELO programs. This will also help to align ELO programming with school day, and create a sense of community between all parties. Additionally, staff will receive training on health and safety, first aid, cpr, behavior management, restorative justice practices, expectations and protocols, and more. Training will be provided by BGCSV, outside agencies such as Red Cross, and Voices Academy.

Staff will receive ongoing training throughout the year, as well as real-time coaching from the BGCSV leadership, as well as from Voices school leaders and Expanded Learning Coordinator. Site visits will be conducted regularly, as well as program quality assessments.

Staff will also follow all hiring requirements for working with youth as set forth by Voices, BGCSV, and the state. This includes fingerprinting and background checks, as well as meeting the basic hiring requirements for Associate Teacher as set by Voices.

8—Clear Vision, Mission, and Purpose

*Describe the program’s clear vision, mission, and purpose.*

**Voices Mission**

Voices College-Bound Language Academies will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.
**Voices Vision**
All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will have a heightened awareness of the endless possibilities for their future, and will be able to think critically by asking the right questions, especially when confronted with the status quo.

**Voices Expanded Learning Vision**
Provide programs at each of our school sites which match the individual school's needs and cultural intricacies, while also aligning with Voices overall mission and vision. These programs will serve as safe spaces for students to go during out of school hours, which support learning and growth through academic and school goals, as well as social emotional learning, skill building, and exploration. Programs will be designed to provide support in such areas as homework, language (English and Spanish) development, literacy, and math to all students participating, as well as offer novel options for enrichment which are student centered, and reflect the needs and desires of the students/families in each program.

Additionally, the ELO program has engaged stakeholders in the initial design of the program through needs assessment surveys. Stakeholders will continue to be surveyed throughout the program, as well as included in committees as needed. Our stakeholders are our strongest asset, and their wisdom and experience are important to our community. Clear communication paths will be established and laid out to create an effective and healthy partnership between Voices and BGCSV to best serve our students. Communication will also be shared clearly and appropriately with stakeholders (Voices staff, families, students, BGCSV staff) in a timely manner.

The program has been designed to best suit the needs of the students as assessed through surveys, and will continue to shift to reflect their changing needs. It is also designed with the Voices academic goals in mind, and will work to push students to achievement and success in these areas as well. Continued surveying, benchmarking, and monitoring of student success will help guide program goals.

**9—Collaborative Partnerships**

*Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.*

Voices will collaborate and create a partnership with the Boys and Girls Club of Silicon Valley to provide the expanded learning program to students, TK-6th grade. This partnership will grow our school community, and provide more support to students in the areas of academics and enrichment. This partnership will be a joint agreement between Voices and BGCSV, in which program design, responsibilities, and policies meet the needs of both parties, and are agreed upon in written contracts prior to operating programs. To create a strong working partnership, communication is key. Voices and BGCSV will meet at regularly scheduled points
throughout the year to evaluate programs, policies, and any challenges occurring. Both BGCSV and Voices share the vision of creating a strong ELO program which is one with the school community, and exists to support students.

In order to create strong communication between Voices and partner organizations, Voices will build relationships with our partner organizations, and connections between Voices staff and partner organization staff. This will be done intentionally, and continually, in order to have easy and clear communication between the organizations. Building this expectation of communication into our program design will be key from the beginning, and will be modeled by all leadership staff from both parties.

Further, Voices will seek out additional partners to serve the needs of our students. This may include tutoring programs, mentorship programs, speciality programs (such as sports, music, or theater groups), cultural groups, and community groups offering programs or resources to students. These programs may operate a single day program, field trip, cultural event, or an ongoing enrichment opportunity. As part of an ongoing effort to provide many opportunities to our students, Voices seeks partnership and collaboration from community organizations, individuals, and businesses, which may offer valuable opportunities to our students.

10—Continuous Quality Improvement

*Describe the program’s Continuous Quality Improvement plan.*

Voices Academy holds high standards, believing that there is always room for growth and ways to better our community. The ELO program is no different, and it will continually grow, shift to meet changing needs, and find ways to fill more gaps, providing opportunities to students. Voices ELO program will work closely with stakeholders to develop and improve the program framework, setting and meeting goals to support student learning, and seek ways to best support student growth and development academically, emotionally, and physically through high quality programming. The ELO program will use data from many sources to determine needs including benchmarking, student assessments, and surveys of all stakeholders. Feedback will always be welcomed and received as a gift which we can use to continuously improve programs to best meet the changing needs of our students.

11—Program Management

*Describe the plan for program management.*

Voices ELO programs will be overseen by the Expanded Learning Coordinator (ELC), and operated in partnership with the Boys & Girls Club of Silicon Valley. Voices ELC will have regular meetings with BGCSV leadership representatives. Each program will
have a site manager/coordination from BGCSV who will communicate with school site leaders as well as Voices ELC regularly. Communication pathways will be set up for all staff, including phone/email lists, and directions for who/when to contact. If conflict arises, Voices ELC and BGCSV managers will work to find solutions and resolve issues. In partnership with BGCSV, Voices will work to develop and administer a quality program for afterschool and non-school days (summer) which considers student academic and developmental needs, stakeholder input, and available program possibilities.

A program budget shall be set annually, and revisited as needed, by Voices. The budget will include set costs provided by BGCSV, and/or other community partners / agencies.

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 requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

At this time, Voices does not operate any ASES or 21st CCLC Programs. Should this change, the program plan will be updated.

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. (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?

ELO programs will include age specific curriculum and activities which are developmentally appropriate for each age group, or which will include developmental distinctions for age groups to support needs of younger children. Curriculum will be offered in both teacher-led group activities, and self-directed exploration in areas of science, math, language, music, nature, arts, motor skills, creative play, and social
emotional awareness. Focus for TK and K students will be on developing the whole child through play-based instruction, and routines which mirror the school day routines so as to support school learning and behaviors.

TK and K students will be grouped together in order to support their needs, and encourage routines. Staff working with this age group will be trained on specific needs of the younger child–including developmental and academic learning and needs. TK & K student schedules for expanded learning may also be adjusted to suit their physical and emotional needs.

Ratios for the TK & K age group will be set at 10:1 for the duration of the program.

Sample Program Schedule

Please submit 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, 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). Also, submit a sample schedule for a minimum nine-hour summer or non school day.

Voices Regular School Day 8:00 am - 4:00 pm Instructional Day

Sample Program Schedule

4pm: Arrival from School / Check In / Snack / Wash Hands / Restroom
4:20 pm: Homework or academic activity
4:50 pm: Enrichment Time / Club Time
5:30 pm: Recreation Activity / Physical Activity / Group Games / Clean Up
6 pm: End of day / Pickup (All students must be signed out by 6 pm)

Minimum Day Schedule

12:30 pm: Dismissal from school / Check In / Restrooms / Wash Hands
1:00 pm: Outdoor Activity (group games, structured play, fitness activity)
1:45 pm: Snack
2:15 pm: Homework Time / Academic activity
3:00 pm: Enrichment Choice (cooking, science, dance, sports, etc)
4:00 pm: Large group game (academic based, ex. Jeopardy)
4:30 pm: Small group activity (writing workshops, math games, conversational Spanish)
5:00 pm: Outdoor free play
5:30 pm: Clean up, and indoor board games, reading, coloring
6:00 pm: End of day, all students must be signed out by 6 pm

Summer Sample Schedule (Camp Session)
8:00-8:30 am: Camper check in
8:30-9:00 am: Welcome! (group time check in, schedule, ice breaker, team builder)
9:00-10:00 am: Academic Enrichment activity (writing workshop, language dev)
10:00-10:30 am: Morning Snack
10:30-11:00 am: Outdoor recreation time (unstructured play)
11:00-12:00 pm: Themed STEAM activity
12:00-12:15 pm: Clean up, restrooms, wash hands
12:15-1:00 pm: Lunch / Recreation
1:00-1:30 pm: Reading / Quiet Time / Relax
1:30-2:30 pm: Theme Activity–Group (art, science, cooking, engineering)
2:30-2:45 pm: Clean up, debrief activity
2:45-3:15 pm: Afternoon Snack
3:15-4:00 pm: Move Time (campers choose walk/run, sports, group games, dance, etc)
4:00-4:30 pm: Camper Choice Time (free play options)
4:30-5:00 pm: Clean Up, large group games (all campers signed out by 5 pm)

Expanded Learning Opportunities
Program Plan

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs 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 the following;

(2) [LEAs] 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 schoolsites, 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.

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, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] 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 opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] 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 opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to
determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] 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.

[LEAs] 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 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils 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. Section 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.

**EC sections 8483.4 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. 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**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.