

Expanded Learning Opportunities Program Plan Guide

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

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

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: New Heights Charter School

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Contact Title: Executive Director

Contact Phone: 323-508-0155

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. New Heights Charter School
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date: 12/11/2024

Review/Revision Date: 12/11/2024

Review/Revision Date: 12/10/2021

Purpose

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

Definitions

“Expanded learning”:

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

“Expanded Learning Opportunities”:

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

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

Educational Element:

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

Enrichment Element:

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

Off-Site Locations:

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

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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

Quality Programs

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

Completing the Program Plan

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

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

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

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

Approving and Posting Program Plans

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

Revisions/Changes

Reviewing and Revising Program Plans

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

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

1—Safe and Supportive Environment

Physical Safety

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

The New Heights Charter School Expanded Learning Opportunities Program will take place on the New Heights Charter School's campuses primarily. Some overnight events will take place in state parks and other outdoor venues run by partner organizations. As a TK-8 school, New Heights provides a small, safe setting for students to grow into adolescence in a caring community in which they are each individually known. The school is a place that is comfortable and inviting to all. The school cultivates a feeling of respect, trust, and partnership between students, parents, and teachers. New Heights strives to connect students to school by making school open, welcoming, and nurturing. New Heights supports students, before, during, and after their regular school day to build their social skills and ensure a safe environment that promotes learning. The school's approach to building social/emotional skills in support of academic learning is also guided by the research and writings of Responsive Classroom and Carol S. Dweck, Stanford University psychologist. Students will work with New Heights staff as well as partner staff when they are on overnight off-site outdoor learning experiences.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Students will engage in the following expanded learning opportunities:

1. Expanded Summer School. The summer school program will operate for a total of 5 weeks, rather than 4 weeks, and the program start and end times will be 9 hours/day.

Summer School programming will be engaging for all students with a mix of academic experiences, focusing on the production skills of speaking and writing. 2. Expanded School Day with Before School Programming. Students will engage in enrichment and personalized academic support through our morning program which will start at 7:00am. Students will have 45 minutes of expanded learning with a mix of physical education, social-emotional support, and small group academic instruction. 3. Expanded Year with enrichment days on school holidays. Students will have the opportunity to engage in creative enrichment activities, focused on the arts and physical education while school is not in session. Staff will take advantage of cultural resources of our community to engage in fun, enriching experiences and well as physical recreation.

2—Active and Engaged Learning

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

In the afterschool experience, students have opportunities to engage in experiential learning through activities they don't participate in during the school day. For example, students have a DYI club where they make and build things, students engage in cooking and sewing classes, and students have a chance to learn about dance and the history of dance. During the summer school experience, students have the chance for very small group academic support that targets their personalized needs. Also, they have a chance to experience wilderness hikes, cultural events, and engage in dance as well as team-building activities. In the overnight experiences, students engage with nature in a way they aren't able to during the regular school day.

3—Skill Building

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

The program will provide opportunities for students to experience skill building through:

1. Learning over time: students in expanded learning opportunities afterschool and summer will have a chance to develop skills in the arts and physical fitness through multi-week sessions which teach a progression of skills.
2. Students engaging in tutoring/intervention will experience skill-building in literacy and math as teachers work in small groups to address targeted skill needs.
3. Students will also have the opportunity to develop skills in project development, learning how to take an idea from conception to implementation.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth

voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The program will provide opportunities for students to engage in youth voice and leadership. Students will be surveyed to find out their interests and programs will be designed to match their interests. Students will also have voice and choice within each program activity with teachers offering choices within each instructional setting. Students will have a chance to experience youth leadership through a component of the afterschool program that allows students to create solutions to address schoolwide issues/challenges. Students may engage in such leadership activities as: creating schoolwide posters to promote diversity and inclusivity, organizing schoolwide spirit weeks, and designing presentations regarding the issues of social media on students' social-emotional health.

5—Healthy Choices and Behaviors

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

New Heights promotes healthy choices and behaviors throughout the school day and after hours/extended days. The school follows a healthy food policy and has promoted fresh fruits and vegetables through a partnership with the Brigher Bites organization as well as through nutrition lessons, offering fresh juice twice a week, and teaching students to look at food labels. Students receive nutritious meals -- lunch and snack during summer school and snack during the afterschool (and breakfast during before school). Students also learn about the benefits of physical fitness and social-emotional skills as they learn how to work collaboratively with others.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

Our program will support diversity, access, and equity for all students. The program will be open to all of our students -- our population includes the following demographics: 97% eligible for free and reduced, 14% students with special needs, and 30% English Language Learners. Our program has an inclusive approach to students with special needs--they are involved in all aspects of the general education program. The morning and afterschool program will provide learning supports suitable for students with special needs (with programs such as Seeing Stars from Lindamood Bell) and English Language Learners (with program such as Rosetta Stone.)

7—Quality Staff

Staff Engagement

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

The expanded learning program will provide opportunities for students to engage with quality staff who have been trained with New Heights professional development. All staff will engage in the following training:

- 1) Responsive Classroom SEL training to develop a common language and understanding of how to develop students' social-emotional skills and create a caring learning environment.
- 2) Staff engaging in small group academic work will be trained in the use of the curriculum materials chosen to support the students, such as the Leveled Literacy Intervention, Zearn math intervention, and Seeing Stars reading intervention.
- 3) All expanded learning staff will be included in professional development planning sessions offered to teachers and teaching partners each year.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Our instructional aids, we call them teaching partners or yard monitors/coaches, have the qualifications needed for these positions which includes: having completed 2 years of study at an institution of higher education; having obtained an associate's (or higher) degree; or having met a rigorous standard of quality and was able to demonstrate, through a local academic assessment - knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

In addition, all staff must have an updated TB test and LiveScan. We maintain minimum staffing ratios by building-in time for expanded learning work within several of our day staff schedules. We also pay special attention to the 10:1 ratio needed for TK.

Staff Development

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

All staff engage in professional development and planning during the school's allotted times for professional development: at least 2 days prior to the start of the school

year, 5 days during the school year, and 1 day at the end of the school year. Professional development focuses on classroom management, building a community of learners, supporting academic development, and instruction that supports students' physical development.

8—Clear Vision, Mission, and Purpose

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

The overall vision of New Heights Charter School's ELO-P program is to expand learning opportunities and support students' overall healthy development. The mission is to coordinate all expanded learning programs into a coherent approach that provides students with a seamless experience throughout the day and year. Our purpose is to accelerate learning for all students, to help students find their intrinsic motivation to learn, to build skills needed to be successful meeting CA Common Core standards, and to help students develop the social - emotional skills needed to become a contributing member of society, lead a joyful life, and meet their full potential.

9—Collaborative Partnerships

Students and Families

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

New Heights engages in collaborative partnerships with organizations who can provide professional development to our expanded learning staff in the areas of literacy and math. We also are collaborating with community-based arts organizations such as Inner City Arts, Jazz Empowers, Building Beats, and the Crenshaw Family YMCA. New Heights also engages with local Head Start centers like the Children's Institute and the Mexican American Opportunities Fund to help parents transition from pre-school to TK and Kinder. To support afterschool and intersession programming, New Heights collaborates with Think Together.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

We have engaged several community-based organizations to support our expanded learning program. For example, we partner with ThinkTogether to provide an afterschool 21st Century Program for students in grades 5-8. Our ASES program supports students in grades TK-4. These two programs coordinate special events, snacks, and clubs to allow students a wide range of choices. In addition, we also partner with such groups as ACE Enrichment who provide classes in sewing and

cooking. We also have had partnerships that provide arts experiences we can't provide during the school day. For example, Hip Hop for Change provides both music and dance education for our students after school.

The primary way in which we coordinate our expanded learning efforts, afterschool programs, Community Schools efforts, and our instructional day is to have staff that cross-over, working with both the regular school day program and the expanded learning program. Also, we all have a shared vision and mission, so our work connects with the goals of our Community Schools efforts especially our goals to integrate services, enhance youth voice, and empower parents.

10—Continuous Quality Improvement

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

The program's Continuous Quality Improvement plan includes a cycle of learning that promotes innovation and growth: Plan: Identify an opportunity and plan for change. Do: Implement the change on a small scale. Check: Use data to analyze the results of the change and determine whether it made a difference. Act: If the change was successful, implement it on a wider scale and continuously assess your results. If the change did not work, begin the cycle again. All of these steps in the cycle require stakeholder investment and input. Our process will include team meetings to engage in each of the steps in this process.

11—Program Management

Policies and Procedures

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

For expanded learning, our staff and students follow our program policies stated in the Afterschool Program Plans and Field Trip procedures, including policies/procedures for enrollment, attendance tracking, and safety procedures (see attached). In addition, we have procedures for enrollment and attendance for intersession programs: parents apply through an online application and rosters are created to take daily attendance.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for

the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The budget (attached) reflects the needs of students and families since our expanded learning program is built from our Community Schools needs assessment -- our multi-stakeholder process for identifying our assests and needs.

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

The ELO--P program management is facilitated with the following organizational structure:

Executive Director Supervises the Afterschool/Summer School Director and ELO-P Program Director. These Directors listed above Supervise the Afterschool Staff/Summer School/ELOP Staff.

The Executive Director (through their Instructional Coach designess) oversees the academic portion of the Expanded Learning Program supporting our Teaching Partners and Summer School Teachers. The Executive Director launches partnerships with the Community Organizations who provide Enrichment.

The overall progam will be managed by the Executive Director or their designee (the ELO-P Program Director) who works in collaboration with the both Afterschool Directors.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☒ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

New Heights Charter School runs an ASES program for students in grades TK-4 and contracts with ThinkTogether to offer a 21st CCLC for students in grades 5-8. The new expanded learning program will be considered the overarching "umbrella" that unifies these two programs and provides extended time as well as increased quality in students' experiences. Together, we will provide high-quality before and afterschool programming, intersession programming, and summer school. Currently, the programs we have at our school meet the criteria for providing enrichment, recreation and academic support/homework help. However, we have gaps in what we can do. The ELO-P funding will ensure the following: 1. We will be able to include all students who are interested in before and afterschool funding (rather than having a wait list.) 2. We will expand the number of days and length of time we hold summer school. 3. We will increase the quality of the before school, afterschool and summer programming we currently have by adding high quality staff and focusing on personalized small group instruction. 4. We will add a new component to our expanded learning program by adding intersession programs.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The program may include transitional kinder and kinder students. We currently have 6 people on staff who are trained to work with this age group and have shown to be highly successful with developmentally-appropriate practices. This team will provide support to all new staff hired. We will ensure we earmark funding to maintain the pupil-to-staff ratio of 10:1. (This is the same ratio we currently have in our TK and K program.) The curriculum and program will build off of our very strong TK and K

program which focuses on language development, social skills development and creativity.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Our program includes field trips for specific educational purposes. For example, our middle grades students experience an overnight field trip where the afterschool programming includes such activities, as team-building, outdoor learning, experiential learning, physical education, health, and social-emotional learning. The following kinds of trips are samples of what students will engage in during the school year and summer: 1) Hiking and nature trip to Kenneth Hahn Park for 6 hours during a Fall Intersession day for students in grades TK-4.. 2) Science Center Exploration during Fall Intersession (6 hours) for students in grades TK-4. 3) Overnight Trip for students in 6th grade to El Capitan State Park in March for kayaking, hiking and team-building. 4) Summer field trip for students in grades TK-8 to Debs Audubon Center for a nature walk, exploration of Native American history, and bird watching.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall

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

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

We do not charge any fees.

Sample Program Schedule- Regular Schoolday

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

Additional Legal Requirements

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

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

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

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

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

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

Prioritizing School Sites

EC Section 46120(b)(3):

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

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

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

Partners**EC Section 46120(b)(6):**

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

Audit**EC Section 46120(c)(1):**

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

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

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

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

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

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

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

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

Program Components

EC Section 8482.3(c)(1)(A–B):

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

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

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

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

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

New Heights Charter School

ELOP Budget

- LAUSD Afterschool Services - \$39K
- Ace Enrichment - \$25K
- 1 hour Academic Intervention afterschool \$363K: Teacher \$224K
- Student Family support for SEL support: \$3.8K
- Teaching coach to supervise Intervention: \$8.3K
- Morning Program Monitors, including Parent support: \$36K + 44K
- Student Family Support during Afterschool Program \$16K
- Summer School - \$102K
- Fall Intersession: \$2,500 staff/ \$1,000 supplies / Field Trip Transportation: \$1500
- Winter Intersession: \$ 5,850 staff/ \$1,000 supplies/ Field Trip Transportation: \$3,000
- Benefits for above staff - \$100K
- Overnight Trips for Middle Grades Students: \$25K