

iLEAD Agua Dulce

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) PLAN

Board Approved: June 28, 2023



Expanded Learning Opportunities Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA) Name: iLEAD Agua Dulce Charter School

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P)

1. iLEAD Agua Dulce - Single LEA

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])

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“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])

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>.

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

The Expanded Learning Opportunities Program at iLEAD Agua Dulce will be offered on site and will provide a safe environment that supports the physical and social-emotional needs of learners.

The staff will oversee the attendance sign-in and parent/guardian sign-out process. Learners will "register" for extended day or summer programs so staff will ensure contacts are up to date and emergency contacts on file in case of an emergency. All staff are trained in safety and first aid protocols. The safety procedures for the ELOP are aligned to the school day procedures. In collaboration with site administration, the program will participate in safety drills. A daily schedule is posted in the classroom with the indoor and outdoor activities. Staff have clipboards with groups and learner names to ensure supervision where learners are located.

In addition, iLEAD Agua Dulce staff and approved vendors will supplement the ELOP program by offering enrichment sessions on site. Facilitators and vendors will work with the school/program administrator to ensure learner safety. You could probably also put that familiar staff will be working with students, people that students already have relationships with. Creating a trusting, safe environment through SEL practices that are used in the regular program will be also used to ensure a safe supportive space is continued. All vendors go through the fingerprinting process and are cleared to work with learners.

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.

ELOP programs are developed with consideration for the individual and developmental needs of learners. The ELOP will engage learner participants in activities that promote collaboration and introduce learners to a variety of experiences. Enrichment opportunities will include hands-on activities that promote social emotional learning, literacy, and communication, collaboration, critical thinking, and creativity. Enrichment activities such as creative writing through art, math support, outdoor classroom, animal program, STEAM and design-thinking will be offered. In addition, iLEAD Agua Dulce Staff will provide academic support after school and during extended learning days that parallels topics and skills that have already been taught in the classroom to enhance learning

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ELOP will provide fun, enriching activities aimed towards increasing a child's intellectual, social, and physical fitness needs. The programs will have a welcoming atmosphere aimed at encouraging each child's self-confidence while working to stimulate the child's creativity and critical thinking skills under the leadership of caring, competent and trustworthy staff members.

3—Skill Building

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

The goals of the ELOP align with the 4 Cs-Communication, Collaboration, Critical Thinking, and Creativity- as well as social emotional learning (SEL). These 4Cs will be promoted by enrichment activities that promote active and engaged learning. These activities will intentionally link goals and curricula with 21st century skills helping learners achieve mastery in content areas.

Learners will develop SEL skills through participation in team building activities that build trust and communication, mindfulness practices to identify and regulate emotions, and restorative justice practices that invite learners to repair harm. Learners will also have multiple opportunities to participate in athletics and other physical fitness activities, which will promote healthy lifestyles and support gross motor skill development.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The ELOP will provide and support intentional opportunities for learners to play a meaningful role in program design and implementation, and provide ongoing access to authentic leadership roles. The ELOP curriculum is flexible and highly adaptable to the skill levels of the learners and will constantly challenge learners to help guide the subjects being taught in class.

Considering the diverse needs of the learners themselves, learners will have the freedom to choose how they spend a portion of their time based on their own interests.

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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.

Considering the length of the program it will be important to provide a balance of opportunities to learners. Focusing on both academic and SEL the ELOP will support learner well-being and healthy lifestyles through physical activity, nutrition education, healthy meals, and outdoor education. Children in the TK and kindergarten program will participate in age-appropriate movement and play opportunities. Learners in grades 1-6 will have options to participate in various organized and developmental sports activities.

All staff and learners follow State and County health and safety guidelines. Part of ELOP curriculum focuses on eating healthy snacks, proper serving sizes, and why it is important to eat healthy. Nutritious snacks are served daily and all meals served during the additional 30 non-instructional days follow CA Nutritional Guidelines. Examples of snacks include grain cereal, carrots, Greek yogurt with fruit, cheese and apples, and string cheese.

Another part of the wellness plan is to encourage the development of positive character through a focus on the 7 habits of highly effective learners which include: Be Proactive, Begin With the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to Be Understood, Synergize, and Sharpen the Saw. ELOP staff use this language to acknowledge learners' actions. For example, "Thank you for finding a compromise with your friend. Way to Think Win Win."

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.

The ELOP environment values and embraces diversity and equity for all learners. Through a variety of activities, learners develop a better understanding and appreciation of diverse cultures and their values. Staff will work to link activities to learners' backgrounds, experiences, and knowledge. Program planning is also done through a culturally responsive lens. Activities and learning experiences that celebrate the cultural diversity among our learners will be planned. There is special attention to ensuring activities are inclusive of all learners' and staff members. Our learners and staff will be given opportunities to share, from their diverse experiences and backgrounds. Reading materials selected for activities will represent the diversity of learner participants.

The program will actively recruit staff who reflect the community of the learners served.

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Help completing forms and applications will be available to support parents and to create a welcoming and inclusive environment. ELOP staff also work with facilitators and directors to implement strategies to support learners (tailored to each individual learner) based on what is successful during the regular day program.

Other school staff (directors, counselors, facilitators, and office staff) will communicate physical and developmental needs of individual learners to site coordinators, including learners with disabilities. Learners with a 504 or iep will have modifications and/or accommodations as listed during the extended time.

7—Quality Staff

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

The program will recruit and retain high quality staff. Although some ELOP staff may be hired and employed by contracted agencies, all staff directly supporting children in the program will meet the same minimum requirements as Instructional Assistants. ELOP staff members go through an intensive hiring process that includes in person interviews, reference checks and a DOJ livescan background and fingerprint check. Learners will engage with staff throughout the duration of the program. Through the scheduled list below learners are under constant supervision by staff. They engage with from the start of the program as well as during enrichment classes, physical education, small group assistance, or any other planned activity. Staff will engage with building relationships with the learners and making connections with each individual.

Initial and ongoing training will be provided to support the school staff in educational, behavior management, strategies for working with English Learners, and learners with disabilities, health and safety, and must complete Mandated Reporting Training annually. The ELOP Staff will participate in professional development as required based on staff and learner needs.

8—Clear Vision, Mission, and Purpose

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

The mission of the ELOP is aligned to the School's Mission to "Free to Think. Inspired to Lead " and the vision of the School is that "all learners possess the knowledge, skills and confidence to succeed by mastering academic standards and developing a deep understanding of subject matter. Learners have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions,

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especially when confronted with the status quo.” The goal is for all learners to be college and career ready and to develop the key attributes in the Vision of an iLEAD Learner.

In order to achieve this, the ELOP is aligned to the school’s Multi-Tiered System of Supports (MTSS) plan. Appropriate interventions and enrichment classes will meet the academic, social-emotional, and behavioral needs of learners.

The Vision of an iLEAD Leader is to engage learners in meaningful, challenging and innovative educational experiences that will result in every learner developing key characteristics to be successful in college and careers. The ELOP will support this work by providing an expanded learning program that will give learners the opportunity to further develop the skills of the iLEAD Learner: Lifelong Learner, Empathetic Citizen, Authentic Individual, and Design Thinker.

The purpose of the ELOP is to offer a cohesive segment of the child’s day that fluidly allows them to transition from their daily school routines to their after school activities. The goal is to cultivate a meaningful learning environment that enhances the child’s expanded learning experience.

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.

The LEA has developed partnerships with outside agencies to provide programs, enrichment activities and staffing for the ELOP. Collaborative partners meet multiple times during the year to engage in continuous quality improvement. The Expanded Learning Quality Standards are discussed and ideas for best practices are shared. Partners who participate in these meetings include the school director, partner agencies, any program coordinators, and other school staff. The ELOP will collaborate with school site leaders to ensure that there is an integrated partnership between the school site and the ELOP. Staff from all agencies will work collaboratively with the guidance and direction of the Director or designee.

School and community partners will participate in Los Angeles County Office of Education (LACOE) Expanded Learning Communities of Practice meetings and other CA Department of Education and LACOE Expanded Learning professional learning opportunities that will provide additional resources, support and training. The school will also continue to seek partnerships with outside agencies who can provide resources to learners.

ELOP staff will also conduct parent surveys regularly for program evaluation and continuous improvement.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

ELOP uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. The Continuous Quality Improvement (CQI) process will incorporate feedback from staff, parents, learners, facilitators, and partners. The feedback will inform program goals and plan.

The School will collect data from surveys and meetings to help guide program improvement and design. In collaboration with community partners, facilitators, program staff, and other administrators, the School Director will document goals and actions that will be reviewed and revised annually

11—Program Management

Describe the plan for program management.

The School Director, and the ELOP coordinator in collaboration with CA State and Federal Program, will be responsible for overall program oversight.

Management will include guiding the program improvement process, submitting necessary data reports to CDE, facilitating meetings with partner agencies, developing a professional development plan, pursuing community partnerships, and providing program information to the School community.

Partner agencies contracted with the school will implement the daily operations of the program at the school site. Responsibilities include recording attendance, sharing program information with parents, ordering materials, meeting with site directors or designee, delivering expanded learning services, and conducting staff meetings.

ELOP staff have a sign-in and sign-out procedure to accurately account for all learners. Staff sign learners in and parents individually sign learners out.

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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.

iLEAD Agua Dulce is not an ASES or 21st CCLC school

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?

The TK/Kindergarten program provides a balanced approach of play and academics. Staff use child-guided inspiration to support learning, taking their cues from children's interest and expanding into activities and projects. TK/K ELOP activities enhance early learning in literacy, mathematics, and writing skills, as well as social emotional development and hands-on learning. Learner to facilitator ratios will be 10:1.

TK/Kindergarten staff meet regularly to discuss program goals, strengths, and challenges. Professional development of TK and Kindergarten program staff includes a new hire orientation that covers basic health and safety and program implementation.

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 Intersession day.

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TK-K School and ELOP

8:45	School Begins
8:45-9:00	Morning Meeting Circle
9:00-10:00	Phonics/Centers
10:00-10:15	Recess
10:15-11:30	Math/centers/small group conferring
11:30-12:00	Outdoor Classroom/Movement
12:00-12:40	Lunch
12:40-1:15	Story/Strategies
1:15- 2:00	Social Studies/Project
2:00-2:40	Language Arts/centers/small group conferring
2:40-3:10	Science/Project
3:10-3:15	Closing Circle
3:15	End of school day
3:15	Extended Learning Opportunities
3:15-3:30	Snack
3:30-4:30	Outdoor Classroom/Animal Program
4:30-5:15	STEAM Enrichment
5:15-6:00	Small group conferring academic support
6:00 PM	End of ELOP

1st-8th grade ELOP

8:45	School Begins
8:45-9:00	Morning Meeting
9:00-10:00	ELA/Project
10:00-10:30	1-3 Recess
10:30-11:35	Math/Centers/Small group conferring
11:35-12:15	1-3 Lunch
12:15-1:15	Writing/Centers/Small group conferring
1:15-2:15	Social Studies/Project

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2:15-3:05	PE/Speciality Classes
3:15	Dismissal
3:15	Extended Learning Opportunity
3:15-3:30	Snack
3:30-4:30	Outdoor Classroom
4:30-5:30	Art/Music/STEAM Enrichment
5:30-6:00	Homework Support/small group conferring
6:00 PM	End of ELOP

TK-K Non-School Days

8:45	School Begins
8:45-9:00	Morning Meeting
9:00-10:00	ELA Support
10:00-10:30	Recess
10:30-11:35	Hands-on Science
11:35-12:15	Lunch
12:15-1:15	Math Support
1:15-2:15	Animal Program
2:15-3:15	Outdoor Classroom
3:15-3:30	Snack
3:30-4:30	Art
4:30-5:30	Design Challenge
5:30-6:00	Story Circles

Non-School Days 1st-8th Rotating

8:00	School Begins
8:00-8:30	Morning Meeting (SEL)
8:30-9:00	Writing Prompts
9:00-10:00	Animal Program
10:00-10:30	1-3 Recess
10:30-11:35	Hands-on Science
11:35-12:15	1-3 Lunch
12:15-1:15	ELA Support
1:15-2:15	Math support
2:15-3:15	Smart Lab

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3:15-3:30	Snack
3:30-4:30	Art
4:30-5:30	Outdoor Classroom
5:30-6:00	Small group academic support

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

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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

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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.