



EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN (ELO-P)

School Year 2021-2022

Grant Agency: California Department of Education

Program Site: Inland Leaders Charter Schools

CDS: 36-67959-0114256

Plan Committee: ILCS Finance Committee

Adopted by the ILCS Board of Directors on 2-7-22

Grant Amount: \$157,046

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])

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.

The ILCS ELO-P program will provide a combination of off-campus and on-campus learning experiences to expand the enrichment opportunities for our students. Field trips will be provided through the ELO-P funds to specifically support K-6. Students will be transported to experiences in the local region and 5th-grade students will attend outdoor education experiences in the local mountain region. On-campus experiences will include electives offered after the school day that allow students to explore enrichment in science, the arts, physical education, music, sports, technology, and foreign language among others. Part of the funding will be used to pay for an after-school coordinator. In addition, the program funding will help supplement the costs required to provide summer school for students on campus that require additional instructional time to meet the state standards.

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.

Students will experience active and engaging experiences through hands-on science field trips that meet the Next Generation Science Standards. In addition, students will attend art and drama events that provide more experiences for students to understand the importance of artistic expression in our culture that is not normally taught in the regular instructional day. After-school electives will provide “whole-child” experiences that are fun and meaningful with local experts in their respective content fields. Summer school also involves one enrichment period that provides technology or the arts.

3—Skill Building

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

Skill-building will be embedded into the activities provided during field trips, after-school classes and as the primary focus of summer school. Students at the science field trips learn skills such as teamwork and environmental preservation skills. Students in the

electives are provided with real-world skills of artistic expression and digital technology to operate robots. Teachers in the summer school program specifically target skills in math and reading that the students are lacking and need to build in order to be successful for the following year.

4—Youth Voice and Leadership

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

Inland Leaders is built on the principle that student leadership is essential to success. Therefore, the opportunities provided through the ELO-P funds will support this mission. Field trip experiences are designed to allow students to apply their leadership training in the regular day into opportunities off-campus. Students in after-school classes learn leadership through interactive activities with other students that requires collaboration, teamwork, and grit.

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.

All students are provided a free and nutritious meal (National School Lunch Program) when attending ELO-P funded experiences and programs (after 5 hours). Food is provided through the charter's central kitchen for students and delivered to their teachers on the days the students are engaged in ELO-P activities.

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.

Experiences will provide opportunities for students to experience diverse cultural-artistic events. After-school classes offer foreign language experiences. Students with disabilities are included in any grade-level ELO-P experience and transportation is accessible for all special needs students.

7—Quality Staff

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

ELO-P funded experiences include the core teachers who are employed with the charter in coordination with staff that support the field trip experiences. In addition, summer school staff includes the high-quality staff that work at ILCS during the regular school year. After-school class staff are hired and recruited by the school administration based on interview, local references and history of expertise with their content.

8—Clear Vision, Mission, and Purpose

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

The purpose of the ELO program at ILCS is to fund K-6 field trip opportunities to enhance learning in the classrooms, provide summer school for students who need additional instructional support, and provide after-school classes that expand student understanding of content that is not traditionally taught during the regular school day.

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.

ILCS will be working closely with Pali outdoor education campus to design and implement the outdoor education program for the 5th-grade students.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Continuous improvement is an ongoing process at ILCS and the ELO-P funds will be reviewed for improvement through:
Surveys to stakeholders
Demand for the programs
Administrative reviews

11—Program Management

Describe the plan for program management.

The plan will be managed by the ILCS administration in coordination with the Student Activities Director, along with site staffing that coordinates field trips and summer school. The Executive Director will assure the program is enacted and managed using the regulations associated with the program.

