



EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN (ELO-P)

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

Revised by the ILCS Board of Directors on 06-22-2023

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

Local Educational Agency (LEA) Name: Inland Leaders 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). Add additional rows as needed.

1. Inland Leaders Charter School - Bryant Street Campus
2. Inland Leaders Charter School - California Street Campus
3. Inland Leaders Charter School - Yucaipa Boulevard Campus
4. _____
5. _____
6. _____
7. _____
8. _____

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 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 will provide students across grade levels TK through 6th, a safe and supportive environment where they can continue to expand their learning. The program will maintain trained instructors and health staff to support all students. When students are afforded the opportunity to attend field trips, proper training will be provided by ILCS health staff to ensure all students remain in a safe and supportive environment. ILCS will provide these extended learning opportunities in the same facilities as students' daily instruction and supervision occur.

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.

Student will be provided additional learning and enrichment opportunities through before and after school sessions as well as during intersession times. Students and families will be able to select different enrichment classes and offerings. Students will continue to receive enrichment in language arts and mathematics, as well as physical education through the various lenses such as STEM, art, cooking, foreign languages, martial arts, gardening, problem solving games, coding, and robotics.

3—Skill Building

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

Students will experience opportunities to develop critical 21st century skill building including critical thinking, communication, collaboration, and character development. Students will engage with peers in a variety of educational sessions and settings where these skills are developed and practiced.

4—Youth Voice and Leadership

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

Students will have opportunities to develop leadership skills as they participate in the various sessions and activities through small group interactions and interpersonal skills development. Students will have an active role in selecting and engaging with the ELOP program components and offerings. Students and families will have the opportunities through surveys to design the various enrichment opportunities for the program.

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.

Students will have the opportunity to receive healthy and nutritious meals during the before and after school sessions as well as during intersessions. Meals will be coordinated through the school's nutrition program and be provided before and after school, as well as in the morning, lunch, and after lunch breaks during intersession times. In addition to making healthy choices in the food students eat, they will also be given the opportunities to select to participate in healthy and confidence building physical activities sessions.

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.

Families will have a vested voice in the development and design of the ELOP program at ILCS. Surveys will be provided through various means and in primary spoken languages. Before, after school, and intersession times will be staffed to meet the needs of all students regardless of disability, cultural, or linguistic needs. Access will be granted through a framework of equity to ensure all needs are met on a level playing field.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

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

The ELOP program will be staffed by qualified staff who meet ILCS requirements for student supervision and instruction. These staff will be present during morning sessions, after school session, and intersessions. Student will have access to staff in a maximum of 20:1 ratio for grades 1 through 6, and in TK and Kinder grades, student will have access to staff 10:1 ratio. Staff will be selected from certificated and classified positions.

8—Clear Vision, Mission, and Purpose

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

Inland Leaders Charter's Expanded Learning Opportunities Program vision is to extend opportunities to students and families in leadership, character development, and achievement through an extended school day format, including before and after school sessions, as well as during school breaks through intersessions. This vision will be accomplished through the development of before schools, expansion of the after-school electives program, and the expansion of summer school to multi-intersession program in order to meet the needs of families and students who are homeless or in foster care, receive free/reduced meals, or are English language learners.

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 engage with local business and independent contractors to develop a diverse program offering a variety of enrichment classes and activities that meet the desired interests of students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ELO-P coordinator will meet on a trimester basis with educational partners to

Expanded Learning Opportunities Program Plan Guide

review effectiveness of implementation, assess schedules, resources, and program for improvement. Access to the program will be reviewed to ensure equitable access is provided. Educational partners will be surveyed on a semester basis to assess after school session interest.

11—Program Management

Describe the plan for program management.

The ELO-P coordinator will work with site administration to ensure staffing hours and staffing ratios are appropriate. The coordinator will work with principals as well as intersession led staff to develop, monitor, and execute an effective, engaging, and educational program that builds leaders and learners.

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.

Inland Leaders Charter School does not participate in After School Education and Safety or 21st Community Learning Centers grants.

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?

Recruiting and hiring efforts with an emphasis on experience in early childhood

Expanded Learning Opportunities Program Plan Guide

development will be maintained to staff the Transitional Kindergarten and Kindergarten ELOP sessions and intersessions as needed based enrollment into the Extended Learning Opportunities program design. Staffing will be provided in a 10 to 1 ratio. The school plans to utilize current employees to staff, run, and provide the program before expanding to new hires. Training will be provided to staff for working with younger youth. Activities will be selected, developed and maintained that are developmentally appropriate for 4- to 6-year-old children.

Below as sample schedule. As the program is implemented times may be adjusted based on enrollments, needs, or staffing.

School Year Schedule Transitional Kindergarten (Am or Pm):

School campus will open at 7am for before school enrichment.

School day begins (ranging from 7:45 or 11:00)

School day ends (ranging from 11:15 or 2:30)

After School session will run from 11:15 to 4pm. Developmentally appropriate sessions will be provided to students in 10:1 ratio, with trained staff. Lunch will be provided.

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.

Below are sample schedules. As the program is implemented times may be adjusted based on enrollments, needs, or staffing.

School Year Schedule:

School campus will open at 7am for before school enrichment.

School day begins (ranging from 7:45am to 8:15am).

School day ends (ranging from 1:05pm to 1:45pm).

After School session will run from 1:45pm to 4pm. Two sessions of electives and enrichments will be offered for 1-hour increments, with a 15-minute snack break provided.

Intersession Schedule:

School campus will open at 7:30am for before achievement enrichment session.

Structured academic enrichment begins at 8:30am.

Structured academic enrichment ends at 12:30pm.

Expanded Learning Opportunities Program Plan Guide

Lunch will be provided from 12:30 to 1:00pm.

After academic enrichment session will run from 1:00 to 4:30pm. Three sessions of elective and enrichments will be offered for 1-hour increments, with a 15-minute snack break provided between session 1 and 2.

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 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.

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

Expanded Learning Opportunities Program Plan Guide

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 school sites 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

Expanded Learning Opportunities Program Plan Guide

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.

(C)