

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

HIGHLAND ACADEMY



Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: HIGHLAND ACADEMY
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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. 715 WELLWOOD AVE.
2. _____
3. _____
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

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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>.

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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 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 program will be located on our campus located at 715 Wellwood Ave. A comprehensive, up-to-date Health, Safety, and Emergency Preparedness Plan governs all aspects of school safety, including clear evacuation procedures and readily available emergency supplies. Training ensures all staff members are equipped to handle health and safety situations, including those involving bloodborne pathogens. Regular emergency response drills involving both students and staff solidify preparedness and ensure a well-coordinated response in any situation.

Highland Academy recognizes that academic success thrives in a safe and nurturing environment. We are dedicated to fostering this environment by implementing our School-wide Positive Behavior Intervention and Support program that includes restorative justice practices. This ensures a space where students can learn, grow, and become responsible individuals.

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.

Our school's ELO Program offers a curriculum based on clear learning standards. We understand that every child learns at their own pace, that's why we offer extended learning opportunities in each class to prepare students for the upcoming school year. These programs can provide extra support or enrichment, depending on individual needs.

Regular assessments help us track student progress and identify areas where they excel or need a little extra help. We use tools like iReady and IXL to measure skills and personalize instruction for each student.

Clear schedules and defined responsibilities with our staff create a safe and structured learning environment where students can thrive. With constant supervision, we ensure a positive and engaging atmosphere for all.

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3—Skill Building

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

Highland Academy Charter School believes in personalized learning, where each student gets the support they need to succeed. We use a "triage" approach to identify student needs and provide the right kind of instruction.

Regular Check-Ups: We use a combination of tests and classroom observations to track student progress.

Targeted Support: Based on these check-ups, we provide targeted instruction that addresses each student's specific needs. This could be extra help in reading, math, or any other subject.

Acceleration: For students who are excelling, we offer advanced learning opportunities to help them reach their full potential.

4—Youth Voice and Leadership

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

At our Charter School, we believe in empowering young voices. We actively seek opportunities for students to be leaders and get involved! We offer a variety of opportunities to help you find your purpose and make a difference. You'll get hands-on experiences, participate in planning activities, and develop leadership skills.

Highland Academy's program combines community service with classroom learning. You'll help others, learn new things, and strengthen our community!

We are committed to creating a supportive and nurturing environment where you feel safe to express yourself and learn by doing.

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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.

Highland Academy's Board recognizes the strong link between a student's well-being and their ability to learn. We're committed to providing a comprehensive program that promotes healthy habits and keeps students energized throughout the day.

We'll offer plenty of opportunities for students to be active throughout the day and our lunch room will serve nutritious meals and snacks that meet required guidelines.

Students interested in receiving food during the program are asked to pre-order it, similar to how they already do during the regular school year.

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.

Highland Academy is committed to serving all students and families, and ensures equal access to its programs in various ways. Information about our ELO programs are in both English and Spanish, making it accessible to the majority of our families. Summer School enrollment forms will be offered in digital and paper formats, and will be provided in both Spanish and English. Enrichment programs will afford all students the opportunity to work with strengths outside of the academic setting. Students who may not thrive in the classroom may be able to access content in enrichment courses more easily.

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7—Quality Staff

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

We understand that great teachers make a big difference. That's why we follow all state and federal regulations (including ESSA) to ensure our teachers and paraprofessionals are highly qualified and have the right credentials.

Summer Academy: Some of your favorite teachers from school will be leading ELO-P activities during the summer.

Highly Qualified Paraprofessionals: Qualified paraprofessionals will provide extra support during our HOWL program to ensure a positive and successful learning environment for all students.

Our goal is to create a well-rounded and enriching experience for your child, led by a team of qualified and passionate educators.

8—Clear Vision, Mission, and Purpose

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

Vision: Empowering all learners to thrive in a collaborative and innovative learning environment.

Mission: The Expanded Learning Opportunities Program fosters academic success, self-confidence, and responsible global citizens through collaborative learning.

Purpose: Highland Academy Charter School's ELO program unites students, parents, and staff to cultivate academic excellence, positive self-esteem, respect for diversity, and a commitment to community.

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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.

For students who need some extra help, Highland Academy will provide small group or one-on-one tutoring. This personalized support is tailored to each student's specific needs, ensuring they reach their full potential. Tutoring will be done in-house or with the assistance of reputable outside agencies.

Our school currently contracts with Revolution Food to offer healthy meals to participants of the program.

Outside vendors will be brought in to provide enrichment opportunities as needed.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Highland Academy is committed to continuous improvement. This means we constantly identify areas where we can do better, then take action and track our progress. We use a variety of tools, like tests and classroom observations, to understand student progress. This allows us to build on individual strengths and address any challenges.

Our curriculum is based on proven methods, ensuring students are learning effectively. Regular progress checks help us tailor instruction to each student's needs. Students who need extra help receive targeted instruction focused on the specific skills they need to master. For students who excel, we offer accelerated learning opportunities to keep them challenged.

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11—Program Management

Describe the plan for program management.

The Director of the Charter School will be responsible for program management. The following are the steps for program management.

1. Identify students for the ELOP
2. Identify interested current staff
3. Develop a team to ensure components of the plan inclusive of the following:

Safe and Supportive Environment; Active and Engaged Learning; Skill Building; Youth Voice and Leadership; Healthy Choices and Behaviors; Diversity, Access, and Equity; Quality Staff; Clear Vision, Mission, and Purpose; Collaborative Partnership; Continuous Quality Improvement.

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.

ELO-P funding will enhance enriching experiences after-school and in the summer with activities that complement and support classroom-based instruction. Our school's ELO programs will work in harmony with other programs to provide students with field trips, arts, hands-on activities, and tutoring programs.

ELO-P funding will be used to expand experiential learning, but do not replicate, traditional learning that happens during the school day. These types of opportunities provide students with diverse and engaging learning experiences that will promote academic achievement in a collaborative environment that creates self-confident, self-reliant learners who will become positive contributors to their communities.

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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?

TK classrooms, as mandated in statute, are staffed by credentialed teachers authorized in general education instruction in self-contained classrooms. Class sizes will be 1 to 10 in the 2023-24 School Year. Highland Academy complies with all applicable requirements regarding TK. The program builds a bridge between early learning years and kindergarten, giving children an opportunity to learn important academic and social skills in a hands-on way to support their development prior to kindergarten.

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.

TK - 6th Grade Schedule - SAMPLE

SUMMER ACADEMY - 9:00 am - 1:00 pm (4 hours)

LUNCH - 1:00

HOWL- 1:00 pm - 6:00 pm (5 hours)

Please Note: Detailed and specific schedule will be identified during the creation of the program management and continuous quality improvement.

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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 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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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

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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.