

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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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 logos and the name of their program.

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

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| Name of Local Educational Agency or Equivalent: | Adelante 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. Adelante Charter

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 Adelante Expanded Learning Opportunities Program is thoughtfully designed to cultivate a secure and nurturing environment, fostering the well-being of every student. Our program includes both indoor and outdoor spaces. With our summer learning collaboration alongside the YMCA and the after-school ASES/A-OK initiatives, all located within our campus and facilitated by our dedicated staff, we are working to extend the boundaries of our school day and year seamlessly. We are committed to ensuring the safety of our students, which is why all program staff undergo safety and first aid training during their onboarding process. Moreover, incident reporting training is also included to guarantee the accurate documentation and communication of any safety or other significant incidents to the appropriate supervisors, school personnel, and families. For easy access, we maintain an updated record of participating students, including their emergency contacts. Our ELO-P safety protocols align with the well-established safety measures of our regular school procedures.

The Adelante Expanded Learning Opportunities Program will partner closely with the Montecito YMCA during the summer. Esther Reitmeier, the Childcare and Camp Director of the YMCA, oversees the program. Additionally, Sandra Limon and José Sandoval, experienced Adelante certificated staff members, will serve as Site Coordinators for three weeks. They will collaborate with the office staff until July 1st and the summer custodian to ensure that health and safety protocols are followed. To facilitate quick and effective communication, all staff members are equipped with walkie-talkies (the same as those used during the school year). Gates remain locked during program hours, with controlled entry and exit through the Franklin parking lot entrance/exit, where a designated staff member oversees check-in and check-out procedures. Sign-out protocols are monitored through iPads and the Montecito YMCA's comprehensive data management program, e-pact, which includes a comprehensive list of authorized individuals for student sign-out and any critical medical information.

Before beginning the program, staff were trained in safety procedures, essential first aid, and CPR training.

Additionally, Class Leaders are provided resources centered around classroom management, inclusion, and social-emotional learning (SEL), namely the Second Step Summer Program. Recognizing and celebrating positive behavior and embodying the core values of Caring, Honesty, Respect, and Responsibility are integral components of the program. Students are acknowledged daily and weekly through the "Camper of the Day" and "Camper of the Week" awards during the group gathering.

For the regular school year, Adelante is excited to extend the after-school A-OK/ASES program to include 20 kindergarten students, an initiative in collaboration with SB Unified ASES. This will address a long-standing concern among families, particularly those with older siblings who end the school day at 3:00 pm. Kindergarten dismissal is at 2:00 pm on M, T, Th, F, and 1:00 pm on Wednesdays. Including kindergarteners brings greater inclusivity to the program and supports those families who struggle to find childcare after 2:00 pm. Working closely with A-OK, Adelante will provide dedicated space for these young learners, maintaining the required adult-to-student ratio of 10:1. The first hour after school, the students will be supervised by Adelante paraprofessionals who are well-versed in safety protocols and classroom management strategies. Adelante will be responsible for this hour before the A-OK staff arrive. The kindergarten students will remain on the Adelante campus, with access to age-appropriate playground facilities and classrooms tailored to their developmental needs.

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.

During the summer, students will begin the day with an academic rotation focusing on social-emotional learning, literacy, or math. They will also be able to learn content around the weekly themes supplied by the YMCA. The YMCA is responsible for all programming outside of the academic hour. This includes partnering with outside vendors like

Children’s Creative Project, The Arts Mentorship Program, PlayWell Teknologies, Chess Club, and more. Hands-on activities and crafts are also part of the extended day, songs and games. Students will also have time set aside for a read-aloud that will extend over 6 weeks.

3—Skill Building

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

Our program is designed to foster active engagement in learning, offering a blend of academic, enrichment, and recreational activities, and includes nutritious meals and snacks. We are committed to creating a program that meets the needs of our school community. Adelante is committed to learning from this first year and building on the successes for subsequent years. This work will take place under the direction of the Principal/Executive Director. Throughout the summer program, students will experience diverse learning settings, convening in grade-level groups, grade bands, and as a collective group (we anticipate 100 students in the first year). Students’ day begins with an academic rotation centered on social-emotional learning and literacy. This foundational academic focus is integrated with weekly thematic content supplied by the YMCA whenever possible. The YMCA is responsible for programming beyond the academic segment. They will be collaborating with external partners like Children’s Creative Project, The Arts Mentorship Program, PlayWell Teknologies (Lego Engineering), and Chess Club, which enhance the learning experience for the children. The curriculum includes hands-on activities, crafts, games, and fun songs. Our after-school Kindergarten program will begin at 2:00 pm, with students eating a snack, followed by some playtime on the Kindergarten playground. From there, they will transition to one of the kindergarten classrooms, where they will be led in story time (in Spanish) and opportunities for age-appropriate movement and play. At 3:00, responsibility will be handed over to the A-OK staff, operating under the guidance of the A-OK Coordinator, who also oversees the current 1st - 6th-grade program. The kindergarten staff-to-student ratio will remain at 10:1 until parents come to pick up their children.

4—Youth Voice and Leadership

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

Students in the summer program will gather in grade-level groups, grade bands, and a large group throughout the day. There are many opportunities for student leadership as they interact with big/little buddies. Students learn key skills and SEL competencies through the Second Step SEL program. Student feedback on programming and enrichment activities was used to make changes to ensure a fun and supportive experience. During subsequent years Adelante plans to have more student leadership involved in planning the summer 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 programing.

Our commitment to the well-being of our students extends to promoting healthy choices and behaviors. Each day, students are treated to nutritious snacks and meals that contribute to their overall health. All meals served during the extended summer non-instructional days adhere to the California Nutritional Guidelines. Throughout the summer program, the Franklin School cafeteria takes on the responsibility of providing breakfast and lunch to our students daily. In after-school hours, students receive a wholesome snack that helps recharge their energy levels and encourages good eating habits. An optional dinner is also made available, offering further opportunities for students to make nutritious choices.

By integrating healthy eating practices into our program, we aim to instill in our students the importance of nourishing their bodies and making thoughtful decisions that contribute to their overall well-being. Our focus on developing social and emotional skills also contributes to making healthy choices in friendships and our response to conflict.

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.

Our staff is dedicated to establishing meaningful connections between activities and our students' diverse backgrounds, experiences, and knowledge that not only acknowledge but celebrate the cultural and linguistic brilliance that our students bring. We prioritize an inclusive environment where every student and staff member feels included and valued.

To ensure this inclusive spirit, we actively seek out bilingual staff members who genuinely reflect Adelante's community. Fortunately, we could staff the ELO summer program with most current Adelante staff members. Their familiarity with the community enriches our program and fosters a sense of continuity for our students. Participation in the ELO program is entirely free and is based on specific criteria. Priority is given to families of English learners, low-income, foster, and homeless youth.

Additionally, students who were more than a grade level behind in literacy were included. The number of students we can include is based on staffing. We can host 100 students for the summer, and we plan to have 20 kindergartners participate in A-OK if SB Unified can secure two staff members after 3:00 pm.

We recognize the importance of clear communication and are dedicated to language access for all. Bilingual staff members are on hand to assist with form completion and applications, ensuring that language is never a barrier. Under Federal and State law, publicly-funded programs cannot discriminate against pupils based on disability. In individual situations, a pupil with a disability may need accommodations to access an ELO Program meaningfully. Students with disabilities will be accommodated to the best of our abilities. Activities will be tailored to the child's abilities. Although we may not be able to provide one-on-one services for students with disabilities, we will be seeking to hire staff with experience working in special education classrooms and do our best to accommodate students as needed.

7—Quality Staff

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

Thankfully, most ELO program staff are Adelante employees who know the students and families. While some ELOP staff members can be employed through the YMCA or A-OK, we hold them to the same rigorous standards as our staff, ensuring consistent excellence. All staff must have DOJ Livescan background and fingerprint checks and meet the minimum educational requirements.

They complete extensive first aid and CPR training to further equip our staff with the necessary skills for summer programming. This preparation ensures that they are well-qualified and well-prepared to address any situation that may arise while working with our students.

Staff will be carefully selected and placed with the age range of students they are best suited for, according to their experience, preferences and personality.

8—Clear Vision, Mission, and Purpose

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

The mission of Adelante Charter School is to develop bi-literate, multicultural students whose strong academic and cultural foundations prepare them to meaningfully participate and provide leadership in their families, their community, and their world to create a more just and equitable society. The Extended Learning Opportunities Program extends our regular school day and school year. Also, it supports the school's mission to provide all of our unduplicated students (low-income, EL, foster youth) free access to 9 hours of safe, developmentally appropriate academics and enrichment through summer extended learning programs and after-school programming in addition to their regular school day. Our mission for ELOP is to provide a safe, engaging, and nurturing environment for our students. At the same time, they focus on creating fun and meaningful experiences through daily enrichment activities and academic support. The vision for this first year is to create a program through partnerships with the YMCA and ASES/A-OK, utilizing as many of our current Adelante staff as possible. We plan to establish relationships with local agencies to collaborate and bring other enrichment opportunities to the students. We would love for our students to experience many opportunities that affluent children in Santa Barbara experience, but we need to be within reach for children from under-resourced communities. Our program is not just a source of education and childcare; it can be an opportunity for breaking down barriers and exposing children to new opportunities, opening pathways of potential exploration and joy.

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.

Our current partnerships include the Montecito YMCA and SB Unfied's ASES/A-OK program. Under the coordination of the YMCA, the summer program collaborates with the following organizations: Children’s Creative Project, The Arts Mentorship Program, PlayWell Teknologies (Lego Engineering), Chess Club
We hope to expand these partnerships in future years.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Adelante will use surveys to gather feedback about the ELO Program. Families have expressed a need for summer and after-school programming, and we knew there would be no problem filling the available spots. Our biggest constraint is staff, as we are a small LEA. By partnering with others, we can create a more manageable program and learn from this first year of implementation to improve each year. Our goal for the first year is to build strong partnerships in the community that will sustain the program and take some of the burden off our staff by providing expertise and opportunities for our students. We also want to attract and retain high-quality bilingual staff who look forward to working with our community. Finally, we want to provide this opportunity to all the students who need it free of charge.

11—Program Management

Describe the plan for program management.

Summer ELO Program is Directed by the Montecito YMCA, with the Childcare and Camp Director coordinating all enrichment activities and partnerships and supervising day-to-day programming. The Site Coordinator (Adelante staff) reports to the Camp Director and oversees the program, organizing, curriculum planning and program administration, staff and family communication, and supporting the Class Leaders. Class Leaders report to the Site Coordinator and assist in the children's daily activities; assist in planning and implementing activities; monitor and supervise children in the classroom and outdoor activities.

Protocols for a YMCA Summer Camp experience are followed.

A-OK/ASES after school program is Directed by the Early Childhood and After School Program Coordinator, the Site Coordinator, and program staff. All protocols for ASES/A-OK are followed.

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.

Adelante plans to continue using the ASES AOK program through SB Unified. AOK provides after-school care for up to 70 students. AOK does not currently accept kindergarten students. Adelante plans to add an hour of after-school care for 20 kindergarten students next year. Additionally, we are working with the Montecito YMCA to develop a summer program to support our most vulnerable students for six weeks during the summer. The ELO-P funding initially allocated in the 21-22 school year will be used to purchase permanent shade structures to better serve our students during outdoor learning as well as after-school and summer programming.

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?

We plan to offer an extended care program for 20 kinder students from 2:00 pm - 6:00 pm on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, the entire school is released at 1:00 pm. The two Instructional Aides working in the kinder classes will each work with up to 10 students until the AOK staff arrives. They will work together in one of the kinder classes, alternating the class used each month. Students will be allowed to play outside as well. The students will have access to developmentally appropriate play and materials as the program will take place within the current Kinder classrooms.

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.

Summer program -
Students can be dropped off starting at 7:45 and must be picked up by 4:45 each day.
(see attached Adelante ELOP/YMCA schedule)
AOK students are provided programming after school Monday - Friday until 6:00 pm. Students may arrive on campus at 7:40 am each day and are provided breakfast, lunch, a healthy snack, and optional dinner in the cafeteria.
(see attached A-OK schedule)

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.

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 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.