

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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**This Program Plan Template Guide is required by California *Education Code (EC)*
Section 46120(b)(2)**

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

Local Educational Agency (LEA) Name: ISANA PALMATI 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. ISANA Palmati Academy

Purpose In this program plan, the LEA 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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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.

ISANA Academies will provide a safe and supportive environment for scholars participating in on-campus and off-campus Expanded Learning Opportunities Programs. ISANA ELOP programs will follow the safety guidelines articulated in the board approved ISANA Acherar School Safety Plan. Students participating in on-campus activities will participate in scheduled fire, earthquake and lockdown drills. ISANA ELOP Programs will follow the SEL protocols established by ISANA Academies. Scholars will receive programming in an environment that is free from distraction, disruption, bullying, violence, and discrimination. Behavior expectations are clearly communicated to parents, scholars, and staff, the consequences for behavior infractions are consistent with the ISANA EXL Behavior Policy and fairly applied.

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.

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Active and Engaged Learning at ISANA is a direct reflection of student needs and interests. Students are polled to determine areas of interest in addition to a rigorous review of data to ascertain student current level of performance. Based on student interest student, programs and activities are cultivated to created academic and social enrichment learning activities. Activities are designed to be visual, auditory, kinesthetic, and multimodal so that students are engaged on a variety of levels. Activities center around collaborative learning and promote leadership skills amongst students as they play deliberate roles as activity participants. Programming is centered on Science, Technology, Arts, Mathematics, Literacy and Career Exploration. Projects require students to tackle real world problems and formulate 21st Century solutions while using research, technology, innovation, and imagination.

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3—Skill Building

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

ISANA ELOP programs will offer scholars an array of after-school enrichment activities in conjunction with school staff and community partners. These activities are selected to provide quality, no-cost enrichment opportunities in the areas of Science, Arts, Technology, Athletics, Academics, and Industry Trades. Scholars will participate in rigorous activities designed to cultivate new skills and open the door for future exploration. Activities allow students to reinforce the standards that are being taught in day school in a fun and engaging way that strengthens their knowledge and mastery of standards will provide access to build 21st Century Skills.

4—Youth Voice and Leadership

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

Learning within the ISANA Expanded Learning Opportunities Program is led by student voice. Student voice is recognized and obtained through an ongoing survey of student interest and student needs as communicated by day school administration, student surveys, and data sources. Students are encouraged to take ownership of program components by working together to identify focal points and sharing the responsibility for implementing activities aligned to their vision. Middle school students serve in mentorship roles for younger students by partnering to promote academic and social enrichment excellence through social and academic supports.

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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.

ISANA campuses are focused on healthy behaviors and the cultivation of healthy lifestyles through a partnership with school and the families that our programs serve. Healthy food policies and healthy behaviors are an integral part of our programs. Health lessons are embedded into weekly program guides which focus on nutrition, fitness, and emotional well-being. Policies are in place to discourage and thwart unhealthy food consumption on campus and students are provided with a nutritious and balanced snack during the Expanded Learning Opportunities Program such as whole grain pop chips and fruit, whole grain muffins and fruit juice, whole grain pop tarts, whole grain cheez-its and an array of appetizing snack selections. Students learning will be enhanced by well balance well-balanced snacks that will contribute to students' physical and mental well-being.

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 ISANA Academies Expanded Learning Opportunities Program actively seeks to recruit staff that reflect the rich diversity of the students and families that week serve in all aspects, from socio-economic status, to gender, to cultural backgrounds. The materials used in activities and lessons are indicative of ISANA's commitment to providing a culturally relevant pedagogy across the entire school day. The EXL is deliberate in its attempts to expose students to other rich traditions and diversity by implementing cultural theme months so that students recognize and celebrate the contributions of each race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. ELOP programs are open to all students, regardless of race, gender, disability or orientation.

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7—Quality Staff

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

ELOP Program Leaders employed by ISANA each meet the minimum district aid qualifications which require a minimum of 48 college credits or have successfully passed the ISANA Paraprofessional Proficiency Exam. Staff is recruited through a variety of methods including advertising employment opportunities, employee referrals, and job fair attendance. Employees are retained through career development in the form of weekly and quarterly professional development tailored to promote advancement within the company. Program Leaders participate in daily professional development at each school site which is administered by Site Coordinators and quarterly district wide professional developments facilitated Program Directors. Staff professional development topics are assigned based upon staff observations, staff surveys, operational needs, and student needs.

Community Partners providing programming on ISANA campuses have all completed the certified assurance process as required by ISANA Academies. Requirements include DOJ Background checks, TB clearance, CPR, and Mandated Reporter Training.

8—Clear Vision, Mission, and Purpose

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



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The ISANA Academies mission is to provide each ISANA scholar with a diverse, equitable, supportive, rigorous, and engaging learning experience so that every individual will thrive at ISANA and beyond. The Expanded Learning Opportunities Program contributes to the ISANA mission by providing all students access to high quality, no cost, engaging enrichment opportunities provided by industry professionals.

ISANA's Mission is to empower every member of our diverse school community to become an innovative, socially-aware, collaborative learner and leader who will make our rapidly-evolving world a better place for all. Together, we will reach our greatest potential and shine. The ELOP Program contributes to this vision through providing students a variety of programming options that are strategically offered to cultivate new learning and expanded upon their world view.



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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.

The ISANA Academies ELOP Program will be provided in conjunction with a variety of community partners to provide scholars with a vast array of learning experiences from industry professionals. ISANA has partnered with the community partners to create a unique approach to real world learning that integrates opportunities for self-empowerment, leadership, and experiential learning which has created breakthrough results for students enrolled in the Expanded Learning program. These collaborative learning opportunities will occur on campus during calendared school days and off-campus during intercession and weekends. Partner programming is frequently analyzed to through ISANA observations, students feedback surveys, and regular correspondence.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

ISANA engages in a continuous quality improvement process that is rooted in stakeholder voice, data, planning, and goal attainment. The CQI process is initially introduced stakeholders in survey form. The results of CQI surveys and focus groups will guide the creation of smart goals and program components at the end of each semester. Utilizing the survey data as a baseline, program effectiveness and appropriateness will be tracked with input from all stakeholder groups to develop student incentives, staff training, partnership opportunities, success, and a-ha’s.

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11—Program Management

Describe the plan for program management.

All fiscal, budget and accounting reporting are maintained by ISANA Academies an CSMCI. ELOP Program operations are maintained at a district level by The Director or the Expanded Learning Department, Expanded Learning Opportunities Program Operations Coordinator and Expanded Learning Opportunities Programming Coordinator. Site Level Coordination is provided through the Expanded Learning Site Coordinator and Expanded Learning Opportunities Program Leaders. To ensure high-quality programming, partners are required to submit program pacing guides and curriculum for each course

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 be used to expanded current ASES programming at ISANA campuses. The funding will be used to expand program offerings by extending the workforce to provide programming to additional students, the establishment of a club system to offer drop in programming for ISANA scholars, and to diversify program offerings during after-school hours.

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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?

ISANA Expanded Learning Programs are open to students in grades TK and Kindergarten. TK and Kindergarten classes are staffed with one designated Program Leader and one classroom assistant. Classes are capped at 20 students to avoid violating the 10 to 1 student to staff ratio. Program curriculum is developed by Program Leaders in conjunction with on-going professional development tailored to TK and Kindergarten pedagogy.

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.

Regular School Day Schedule:	Intersession Schedule
8:10am – School Begins 8:10am – 9:10am – Instruction 9:10 – 9:30am – Recess 9:30am – 11:00am – Instruction Time 11:00am – 2:45pm – Instruction Time 2:45pm – 6:00pm – Expanded Learning	7:00am – 8:00 - Breakfast 8:00am – 9:00am Tech Club 9:00am – 10:10am Instruction 10:10am - 10:30am – Recess 10:30 – 3:30 – Lunch & Instruction or Lunch & Field Trip

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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.