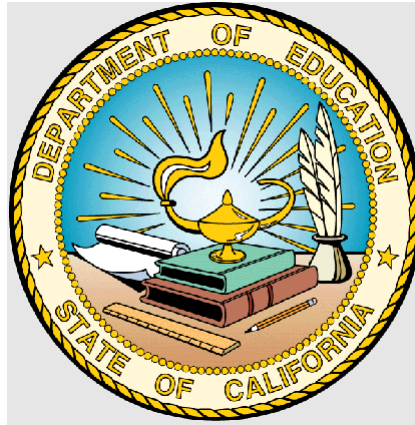


Expanded Learning Opportunities  
Program Plan Guide

# 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)**

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

Local Educational Agency (LEA) Name: TLC 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. TLC Charter School

#### 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])

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## 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/qualstandcqj.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.**

Tomorrow's Leadership Collaborative (TLC) Charter School's onsite expanded learning opportunities program (ELOP) will provide opportunities for students to experience a safe and supportive learning environment at both school sites. The ELOP will serve as an extended day for the afterschool program; and an extended school year for the intersession and summer program providing its students with academic, social enrichment, social-emotional learning, and physical activity.

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TLC Charter School serves a uniquely diverse population of students by design. Within our inclusive model classrooms, our school provides rich and rigorous academic learning opportunities to all students along with social supports and close attention to positive social development. For many families with children in chronically underserved groups (such as English Language Learners and Students with Disabilities) our philosophy and approach to education offers a highly appealing option to the more traditional pedagogical strategies prevalent in many other local schools.

TLC Charter School will align its ELOP to the school's Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

TLC Charter School is committed to providing social and emotional supports to support the behavioral and mental health need of our students. Students will participate in daily community building circles with a focus on relationship building that encompasses respect, trust, shared goals, shared values, humor, and creativity.

TLC has partnered with Mariposa Women and Family Center that provides counselors at each school site, SEL services, individual and group counseling. TLC's Community Services Coordinator (CSC) will ensure wraparound services, including referrals to community mental health services, are available to students.

Student attendance will take place daily at the start of the program and documented for the ELOP. All students must be signed out to a parent/guardian in order to be dismissed from the program. Visitors are required to sign-in at the front office and are monitored on campus at all times.

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During the program, all staff will be expected to maintain line of sight of all students at all times. Students will be monitored by program staff when they need to leave the program location for reasons such as, but not limited to, early dismissal, or restroom breaks. TLC Charter School's ELOP Director will provide training for staff on the school's Comprehensive School Safety Plan, and mandated reporting.

### **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.**

TLC Charter School will provide a multitude of learning activities tailored to student interests and available resources. The ELOP will implement active, meaningful, and engaging methods that promote collaboration and a growth mindset that supports and/or supplements the instructional day. Students will have access to enrichment activities that will incorporate STEM-focused inquiry-based, interactive, hands-on activities, that support and/or supplements the instructional day. In addition, Students will have access to opportunities where they will experience active and engaged learning in areas that may include Wellness and Gardening, Drama, Club, Social Skills Club, physical activities, academic intervention/support through evidence-based high dosage tutoring in English Language Arts, mathematics, and Science, including literacy enrichment.

### **3—Skill Building**

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

TLC Charter School's ELOP will enhance the 21<sup>st</sup> Century skills of communication, collaboration, critical thinking, and creativity (the four Cs) by engaging students in project-based learning activities with a STEM focus using 21<sup>st</sup> century skills. Our school will offer books clubs that will focus on strengthening foundational literacy, communication, and comprehension skills.

Academic activities are aligned with Common Core State Standards that supplement the instructional day. The ELOP's educational and literacy components include academic intervention through tutoring, small group instruction, and project-based learning using grade-level standards. The enrichment component supports skill building by engaging students in skill specific offerings that build cooperative skills building.

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The ELOP will support students in building foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy and learn the importance of teamwork, goal setting, and completion to promote academic achievement.

### **4—Youth Voice and Leadership**

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

The ELOP will provide opportunities for students to engage in youth voice and leadership. Student input will be solicited in designing the academic, enrichment, and physical education services that will be offered through surveys and/or focus groups. Planning of the educational enrichment activities will consist of compiling and reviewing student and school data that will be used to inform and drive the selection of educational enrichment activities. Soliciting student input is essential to the success and participation of the ELOP. In addition to initial surveys, students will be surveyed throughout the year to engage and give students a formal voice in the development and impact of program practices, curricula, policies, and student leadership ELOP.

### **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.**

TLC Charter School's ELOP will provide opportunities for students to engage in healthy choices and behaviors by incorporating physical fitness/activities, sports, and social-emotional learning activities into the daily programming. These activities will be structured and will teach specific skills that students can develop throughout the year. Activities will be rotated so that students will be exposed to a variety of options. Students will participate in daily physical activity such as guided play and sports.

Our school emphasizes social-emotional learning, conflict resolution, restorative practices as evidenced in our school's core values, daily community circles; PBIS and MTSS implementation.

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Students will have access to breakfast, lunch, and snacks, that conform to the nutritional standards of the United States Department of Agriculture (USDA) free and reduced lunch guidelines for nutrition and portions

### **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.**

TLC Charter School educators and paraprofessionals collaborate regularly to ensure that programs are accessible to all students and that all students are successful. Students functioning at various skill levels still partner in meaningful ways around the same task and this occurs by providing an inclusive learning environment for all students. Access to the ELOP is essential to meet the needs of Students with Disabilities (SWD), English Learners, and students that face barriers that could limit their participation. The Special Education Team will communicate, collaborate and train ELOP staff to ensure appropriate supports for Students with Disabilities (SWD) through accommodations and/or modifications as they relate to the student's IEP are met. Members of the Special Education Team will provide professional development and coaching to build the knowledge and skills of ELOP staff and vendors needed to work effectively with SWD.

To meet the needs of English learners, ELOP staff and vendors will receive training on English Language Development (ELD), SDAIE, and/or GLAD strategies, on the use of visuals, realia and teaching vocabulary and oracy.

### **7—Quality Staff**

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

TLC Charter School participates in rigorous and extensive recruitment practices in collaboration with the Director of Human Resources. ELOP staff and vendors will participate in ongoing professional development including summer professional development led by instructional coaches and leaders that will provide expertise.

TLC Charter School hires, trains, and evaluates all ELOP staff. All staff are required to undergo DOJ live scan, TB testing, CPR testing, in addition to mandated reporting requirements. All vendors (and their staff) will undergo background checks, TB testing, and CPR testing.

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## 8—Clear Vision, Mission, and Purpose

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

TLC Charter School’s ELOP will provide a quality after school program that shall be an extension of the regular school day. The ELOP will enhance students’ physical, emotional, academic, and social development through meaningful and purposeful activities built around education, family, and community.

### **MISSION**

The mission of TLC Charter School is to educate diverse students through a rigorous, standards-based, college-preparatory program to become conscientious, caring, and responsible 21<sup>st</sup> Century citizens. TLC Charter School is grounded in an inclusive vision of teaching and learning in which the diverse experiences and spectrum of abilities students bring to the school are honored. Through a rich educational program based upon constructivist and project-based approaches to learning, students at TLC Charter School will be guided to develop 21<sup>st</sup> Century knowledge and skills such as problem-solving, critical thinking, creativity, communication and cooperation and collaboration with diverse peers.

### **VISION**

Our vision is that TLC Charter School will serve as a model site for demonstrating and understanding the ways inclusive educational settings can enhance the communities they serve and advance research and practice in the field of education.

## 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.**

TLC Charter School will continue establish collaborative partnerships with the following community based organizations and/or non-LEA entities that will support the school’s implementation of ELOP.

- Orange Rotary provides monthly STEM activities
- Mariposa Women and Family Center that provides counselors at each school site, SEL services, individual and group counseling.
- OCDE; UC Irvine; & Chapman University providing professional learning opportunities for TLC staff and educators
- Latino Health Access (LHA) Mental Health Ambassadors program develops students with skills in conflict resolution and peer emotional support.



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TLC Charter School will continue to seek partnerships with community-based organizations and non-profit organizations that support our school's mission, and vision and expand services for students through the ELOP program.

The ELOP program will engage all educational partners including: (students, parents, staff and community) by ensuring that its vision and mission align and are reflected in the program goals and objectives based on input and feedback from its educational partners.

### 10—Continuous Quality Improvement

#### **Describe the program's Continuous Quality Improvement plan.**

TLC Charter School will implement the components outlined in CDE's [Guidance for developing and implementing a data-driven quality improvement process for Expanded Learning Programs](#).

The principal will lead monthly (or as needed) ELOP Leadership meetings with the ELOP Director, Assistant Principal/Special Education & EL Coordinator, and . If other service providers are acquired, their site director will also participate in bi-weekly meetings. The ELOP Leadership team will identify programmatic needs, staffing, scheduling to ensure effective implementation of the ELOP Program.

TLC Charter School leadership team will analyze multiple types of student achievement and local data including:

- i-Ready ELA & Math assessments
- Fountas & Pinnell BAS Reading Assessments
- SBAC: ELA & Math assessments
- CA Science Test
- ELPAC (Summative)
- Panorama Student school climate surveys
- Parent surveys

The State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to

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accelerate growth.

Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

### 11—Program Management

#### **Describe the plan for program management.**

Program management will be overseen and led by the Executive Director. However, the ELOP Program Director will be tasked with scheduling, enrollment, attendance, and oversight. The ELOP leadership team comprised of the Executive Director, ELOP Director, Assistant Principal/Special Education/EL Coordinator, Community School Coordinator and Teacher Leaders (primary and upper grades), will meet on a monthly basis (or as needed) for the planning and implementation of the ELOP Program. If vendor services are acquired, the vendor site director will also participate in bi-weekly meetings. The ELOP Leadership team will identify programmatic design and needs, staffing, enrollment, and scheduling to ensure effective implementation of the ELOP Program.

**Executive Director:** will manage summer ELOP program and is responsible for maintaining budgets and fiscal reporting. The Executive Director will supervise and assign teachers that will provide academic support/enrichment for the ELOP. The Executive Director collaborates with teachers to design the program/curriculum, analyzes data with teachers to identify student needs for the program. The Executive Director will lead monthly ELOP leadership meetings.

**ELOP Director:** is responsible for planning, and preparing activities, oversight of after-school staff, maintaining daily attendance records, enrollment, communicating with families; and students to gather input/feedback on programming.

**Teachers** will provide targeted tiered academic intervention and/or high dosage tutoring, SEL and academic enrichment for ELOP. All teachers will participate in robust professional development that takes place during the summer and throughout the academic school year.

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## General Questions

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

**ASES, 21<sup>st</sup> 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.**

TLC Charter School does not receive ASES and/or 21<sup>st</sup> Century CCLC Elementary/Middle School grant funding – therefore this section does not apply.

## 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?**

The Transitional Kindergarten and Kindergarten program are integrated within TLC Charter School's educational program and are staffed with appropriately credentialed teachers, and paraprofessionals during the instructional day. For purposes of the ELOP, TK/K will maintain a pupil-to-staff ratio that will not exceed 10:1. Our staff will serve students in TK/K. Specific training for TK/K staff will be provided through our robust professional learning during summer professional development and as needed throughout the school year. Developmentally appropriate curriculum will be designed and provided for the TK/K program and will include literacy enrichment.

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## 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.**

The following are sample schedules:

### **Sample Instructional Day Schedule (Grades TK/K)**

8:45am – 2:45pm - Instructional day, breakfast & lunch (Grades TK/K)  
2:45pm – 3:15pm - Snack/Free Play (Physical activity)  
3:15pm – 3:45pm – Community Circles/Homework Assistance  
3:45pm – 4:15pm – Stations (Art, Crafts, Storytime, and STEM Activities)  
4:15pm – 4:45pm – Structured outdoor games (physical activities)

### **Sample Instructional Day Schedule (Grades 1-6)**

8:30am – 3:05pm - Instructional day, breakfast & lunch (Grades 1-6)  
3:05pm – 3:30pm – Snacks & physical activity  
3:30pm – 4:30pm – Homework assistance & stations  
4:30pm – 5:30pm – Community Circles/Free play

### **Sample Summer & Intersession Schedule**

8:30am – 9:15am: Breakfast & Free Play  
9:15am -9:30am: Community Building  
9:30am – 10:00am: Outdoor structured activity  
10:00am – 10:30am: Snack  
10:30am – 11:00am: Academic activity  
11:00am – 12:00pm: Sloth Craft  
12:00pm – 12:30pm: Lunch  
12:30pm – 5:30pm: Academic enrichment, centers, and social enrichment activities

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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

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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.