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# Crete Academy Expanded Learning Opportunities Program (ELOP)

Board Approved 2/29/2024

## Implementation Guide

# Expanded Learning Opportunities Program (ELOP) Implementation Guide

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

Local Educational Agency Name: Crete Academy

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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELOP). Add additional rows as needed.

## Elementary Schools

Crete Academy Crenshaw Campus

Crete Academy MLK Campus

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## **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 (Social Emotional Instruction) 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])

## **INTRODUCTION**

The state provided \$1.8 billion Proposition 98 funding in 2021-22 to establish ELOP with the goal of reaching \$5 billion by 2025-26. ELOP requires school districts to provide in-person expanded learning opportunities to students in Transitional Kindergarten (TK) through grade.

Under ELOP, programs are required to provide at least nine hours per day of combined in-person instructional time and expanded learning opportunities during the school year and for 30 days during the summer or intersessional periods. The ELOP program must offer programs that include educational and enrichment components, with maximum staffing ratios of 10:1 for TK/K grades and 20:1 for 1<sup>st</sup> through 6<sup>th</sup> grades. The years 2021-2022 and 2022-2023 have been planning and pilot years with full implementation expected in 2023-2024.

Crete Academy is required to provide access to all unduplicated students who qualify for free and reduced lunch, are foster youth or English Learners.

## 1. Safe and Supportive Environment

*Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.*

Crete's Expanded Learning Opportunities Program (ELOP) provides a safe environment that supports the physical and social-emotional needs of students. Crete currently provides an after-school program. Crete's after school program and our new Saturday School program will be combined with ELOP to offer a single comprehensive program.

Parents enroll their students in after school and Saturday school through our after school on-line survey and Saturday School announcement on ClassDojo. All students are signed in via our attendance rosters by staff and signed out by parents/guardians via our Visitu system. Staff have access to emergency contacts, allergies and any special needs for all students. All staff are trained in safety and First Aid. The safety procedures are aligned with those used during the school day.

iPads are used to efficiently check students out and provide live participation numbers. Program staff use attendance to inform scheduling and monitor staff to student ratios. Two-way radios are utilized at all sites to maintain communication between staff throughout each campus. To keep parents/guardians informed, regular communications are posted on ClassDojo.

## 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.*

Homework help provided by after school staff is embedded in the program Monday through Friday. To increase and improve learning and provide intervention, certificated teachers have the opportunity after their workday to support the ELOP program. Saturday School Intervention is open to all students and will focus on math and literacy skills including through working on the iReady path, Math, or silent reading. Staff will monitor students and work closely with classroom teachers to support iReady targets during ELOP.

ELOP programs focus on providing students with a variety of experiences that promote collaboration, experimentation, critical thinking, creativity, communication, skill building, active engagement, and a sense of belonging. A few of the enrichment programs currently offered include yoga, Art, music, chess, and in the future STEM. Additional opportunities will be explored based on student voice and choice.

### **3. Skill Building**

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

ELOP provides students opportunities to learn, explore, create, and expand their skills in a variety of areas through engaging experiences. Students' natural interests are nurtured during experimentation that build reasoning and support higher order thinking. Students learn to problem solve and use critical thinking while constructing elaborate structures based on the fundamental principles of engineering and physics using STEM curriculum. By working in teams, students can advance their social-emotional competencies of self-awareness, social awareness, responsible decision-making, self-management, and relationship skills. These competencies help students become thoughtful, healthy, and kind. Staff will support students with the management of their emotions and use Restorative Practice to assist in repairing harm.

### **4. Youth Voice and Leadership**

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

ELOP staff promote youth voice and leadership by empowering students to identify projects and student-driven activities. ELOP will establish a quarterly student enrichment survey for participants to provide feedback and input on enrichment program activities. Information gathered will be used to plan activities and align programs with student preferences.

Students participate in activities that promote interpersonal relationships, collaboration and teamwork. Through these activities, students build skills sharing their viewpoints, concerns and interests. Student-driven projects will be identified and developed for implementation. Activities to support cross-age mentoring through homework support, outdoor activities, and reading buddies will be explored. Additionally, opportunities for student-created newsletters for families will be explored and or implemented.

### **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 ELOP hours of programming.*

Crete's ELOP plan follows our Wellness Policy focused on improving the health of students. Student well-being is supported by nutrition education, healthy meals and snacks, physical activity through sports and outdoor games, and social-emotional activities to build a positive mindset. During our after-school program all students are provided a healthy and nutritious dinner that follows USDA School nutrition guidelines. Additionally, staff are encouraged to model healthy eating with students.

Students are provided daily outdoor activities with both organized sports such as soccer, and basketball with student choice games. Younger students participate in age-appropriate developmental activities that focus on play, taking turns, and sportsmanship such as,

winning, losing, and how to be part of a team. Crete's ELOP utilizes our school Positive Behavior Interventions and Supports (PBIS) matrix to ensure behavioral expectations are aligned with the regular school day.

## **6. Diversity, Access, 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 ELOP will provide access and opportunity for students with disabilities.*

Crete's ELOP values and embraces diversity, equity and inclusion. Students are provided opportunities to participate in cultural activities to help build understanding and appreciation of diverse cultures and their values. Students will be exposed to cultures and heritages different from their own through field trips abroad, while also being provided opportunities to share their unique cultural heritage and traditions. Crete's ELOP provides equal opportunities for all students and staff without discrimination. Parents are provided assistance with completing registration from bilingual staff to create a welcoming and inclusive environment. ELOP coordinates with sites to link school events with after school activities to help students explore and highlight diversity through multicultural activities, performances and family events.

ELOP is offered to all eligible students in TK – 6th grade including students with disabilities. ELOP staff work with site administrators and teachers to implement strategies to support students with Individual Education Programs (IEPs) and 504 Plans. To reduce barriers to participation where applicable, after school transportation is provided to students on existing transportation routes.

## **7. Quality Staff**

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

Crete's HR Director works with the administrative team to ensure After School and Saturday School teachers are qualified quality staff that meet the minimum requirement as an instructional assistant. Eligible candidates participate in two interviews, reference checks, a DOJ livescan background and fingerprint check. All staff are required to complete First Aid, CPR, student behavior interventions and other mandatory training. Once hired, staff are expected to participate in professional development in areas such as, Quality Standards for Expanded Learning in California, program rules, regulations, strategies for working with English Learners, students with disabilities and TK and Kindergarten students, behavior management, social and emotional well-being, and strategies to provide academic support.

At all times, staff are expected to exhibit integrity, professionalism, caring, and competency as positive role models. In addition, staff strive to build and maintain positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents.

## 8. Clear Vision Mission and Purpose

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

ELOP is aligned to Crete's Core Values of Character, Responsibility, Excellence, Teachability and Equity and follows the school Blueprint.

- **Character** - Positive and respectful interactions are fostered with all students, staff, and families.
- **Responsibility** – Students achieve and develop the skills to live productively in a changing society with confidence, compassion, and enthusiasm for life-long learning.
- **Excellence** – Two-way communication is practiced and valued, allowing for honest feedback, direction, and guidance.
- **Teachability** - Staff are valued for their expertise and are provided current and purposeful growth opportunities. Students are offered innovative, unique programs to enrich and magnify their learning experience.
- **Equity** - School resources are unified in order to maximize funds, support equity, and ultimately support student success. Students are provided an engaging environment that encompasses the whole child, including safe learning experiences and secure campuses.

The purpose of ELOP is to offer a cohesive program focused on the whole child through academic support and development of students' social, emotional, and physical wellbeing. The program is student-centered, results-driven, and includes working with community partners to engage students in enrichment, play, nutrition and other developmentally appropriate activities.

Staff will share information about the program's purpose and planned activities with families in various ways including monthly parent meetings, family events, newsletters, posted information, individual interactions with parents/guardians, etc.

## 9. Collaborative Partnerships

*Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELOP programs.*

Crete has developed partnerships with outside agencies to provide programs, enrichment activities and staffing for ELOP. Brotherhood Crusade of Los Angeles has provided after school programs to the Crenshaw campus for many years. The Butterfly Effect, LLC is another community partner that has provided enrichment services to our students, The Bridge has provided math academic support to both of our campuses during the 2022-2023, and 2023,2024 school year. All contracts are created to define roles and expectations, organization, and



financial structures between Crete and the community organization. The contracts are reviewed by the school founder and where appropriate presented to the Board for approval.

In the 2022-23 school year, the Board approved ELOP contracts to provide enrichment with Building Beats for music production and podcast, White Hall Arts Academy for music and voice,

Aviator Basketball, Train of Thought for chess, and Breakthrough Gate Languages for Spanish language development, Brainstorm for Lego robotics and engineering, and Breakthrough Sports for physical development and sport competitions.

## **10. Continuous Quality Improvement**

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

Multiple sources of data and feedback will be used to assess the strengths and areas of improvement for ELOP including self-assessments, review of the Quality Standards, surveys and interviews of parent, student and staff, and observation of program activities. Academic achievement results, such as i-Ready scores will be reviewed in addition to school attendance and ELOP participation.

Data will be collected and reviewed annually. Based on those results, improvement efforts will be implemented to revise and refine the strategies and goals of the program. Resources and professional development for staff will be aligned with the action plan. The plan will be revised when goals are met. Staff will demonstrate their commitment to continuous improvement through regular self-assessment of themselves and the program as well as attending professional development and training opportunities that build their capacity.

## **11. Program Management**

*Describe the plan for program management.*

Management of the program is overseen by each school principal with support from the dean of culture and director of wellness. The after-school director and Saturday school teachers provide on-site support during after school and Saturday. The school principal is responsible for ensuring the ELOP Plan is followed.

The Enrichment coordinator is responsible for enrichment activities with community groups and the school principal oversees contract compliance. Regular meetings are held with contracted vendors to facilitate two-way communication, monitor program quality and to troubleshoot potential issues. Staff participate in professional development throughout the year to learn about new or updated procedures. The after-school director and Saturday School teachers participate in monthly staff meetings to address best practices, processes, procedures, and site needs. To monitor attendance Visitu is used to sign students in and out. Students are encouraged to attend daily; however, participation is based on the individual needs of students and their families.

## **General Questions**

If the ELOP grant is held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program with After School and Saturday School.

Crete's After School and Saturday School programs are aligned with ELOP. Once the ELOP Audit Guide is released, procedures will be evaluated and aligned to ensure compatibility between the programs. ELOP funds will be used to provide program staff, enrichment programs, transportation, and materials for TK - 6th grade students.

## **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?

To maintain continuity and support Transitional Kindergarten (TK) students in ELOP, Teaching Fellows were hired to work with TK students during the regular school day and follow students to the after-school program. TK and Kindergarten (K) staff have established relationships with students and receive training on how to work with this age group. Staff are familiar with the academic and developmental needs of students through regular teacher and parent interactions. The program allows students to stay in the TK/K classrooms for naps, rest periods and quiet activities. Students use the TK/K playground which supports the unique physical needs of these early learners. Regular communication with TK/K teachers guides learning, activities, and projects and ensures children are provided age-appropriate aligned reinforcement of academic skills.

## **Sample Program**

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 After School and Saturday School days.

### **Sample TK, K Grade Schedule & After School**

8:15 – 1:30      Regular School Day

1:30-2:30      Enrichment

2:30-3:15	Regular School Day wrap up
3:15 - 3:45	Homework, iReady
3:45 - 4:15	Supper
4:15 - 4:45	Activity or Sports
4:45-5:30	Student choice: art, board game

#### **Sample 1st, 2nd, 3rd Grade Schedule & After School**

8:15 – 1:30	Regular School Day
1:30-2:30	Enrichment or Tutoring Intervention
2:30-3:15	Regular School Day wrap up
3:15 - 3:45	Homework, iReady
3:45 - 4:15	Supper
4:15 - 4:45	Homework, Tutoring
4:45-5:30	Student choice: art, board game

#### **Sample 4th, 5th Grade Schedule & After School**

8:15 – 1:30	Regular School Day
1:30-2:30	Enrichment or Tutoring Intervention
2:30-3:15	Regular School Day wrap up
3:15 - 3:45	Homework, iReady
3:45 - 4:15	Supper
4:15 - 4:45	Homework, Tutoring
4:45-5:30	Student choice: art, board game

#### **Summer or Saturday School Day**

8:30- 9:00	Check in/Breakfast
	Self-directed art, engineering
9:00-10:00	i-Ready, ST Math or Social Emotional Instruction activity
10:00-10:20	Snack and Break
10:20-11:30	I-Ready, ST Math or Social Emotional Instruction activity
11:30-12:00	Wrap up, self-directed reading

For regular school days, field trips and assemblies are added throughout the week.

## Legal Requirements

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, and 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, and after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

### **EC Section 46120(b)(1)(B):**

For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

### **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC sections 8483.4 and 46120(b)(2)(D):**

[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(b)(4):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 46120(c):**

[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

**EC Section 8482.3(d):**

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).

Every pupil attending a school operating a program . . . is eligible to participate in the program,

**EC Section 8482.6:**

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 California Department of Education Created September 30, 2021, 12 Expanded Learning Opportunities Program Plan Guide that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

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.