

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Invictus Leadership Academy
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Los Angeles, CA 90062
323-792-4403

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

Local Educational Agency (LEA) Name: Invictus Leadership 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. Invictus Leadership Academy

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>.

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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 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.

Invictus Leadership Academy's Expanded Learning Opportunities Program will operate our single site campus, providing students with a familiar and secure environment that extends beyond the regular school day. Building upon our existing school culture of safety and support, the program integrates our established PBIS framework and restorative justice practices to maintain consistency in behavioral expectations and support systems.

The program spaces will be regularly cleaned and maintained according to health department guidelines, with proper ventilation and sanitization protocols in place. Our facility provides dedicated spaces for different types of activities, from quiet study areas to active recreation zones, ensuring students can engage in various programs safely and comfortably.

To ensure proper supervision and support, we maintain the required staff-to-student ratios of 10:1 for TK/K and 20:1 for grades 1-8. Our program is also staffed with at least three bilingual adults, supporting our diverse student population and ensuring clear communication with all students.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Our expanded learning program provides hands-on, engaging experiences that complement the regular school day instruction. The program leverages ILA's innovative C-STEAM (STEAM with application in Civics/Leadership), where students explore STEAM sciences through Justice in Action Missions and Impossible Projects.

Students participate in enrichment activities, including martial arts, cheer, music, and chess club, which develop both physical and cognitive skills. These activities are intentionally designed to build upon our core educational pillars of personalized learning, leadership development, and project-based STEAM learning.

Academic support is provided through small group tutoring and homework assistance, utilizing our existing digital platforms like iReady and Imagine Learning to support individualized learning needs. However, this academic support is structured differently

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from regular day instruction, incorporating games, project-based learning, and collaborative activities to maintain student engagement.

3—Skill Building

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

The program takes a comprehensive approach to skill development, addressing academic, social, emotional, and physical growth. Students strengthen academic skills through targeted support aligned with classroom instruction while developing leadership capabilities through structured activities and project leadership opportunities.

Our Second Step curriculum reinforces social-emotional learning, helping students develop self-regulation and citizenship skills.

Physical skill development occurs through our structured physical education program, martial arts classes, and organized sports activities. Additionally, students build artistic skills through our music, dance, and visual arts programming, and enhance their technology proficiency through integrated digital learning activities.

4—Youth Voice and Leadership

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

Student input and leadership are central to our expanded learning program. We empower students to take ownership of their learning experiences through multiple channels, including active participation in the Student Council, where they help shape program activities and provide feedback on program effectiveness.

Students exercise choice in their C-STEAM projects, selecting topics that interest them and developing presentations for local civic leaders. The program provides opportunities for peer tutoring and student-led clubs, allowing students to develop and practice leadership skills in real-world contexts.

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.

Our program promotes healthy lifestyles through a combination of nutritious meals, physical activity, and wellness education. All snacks and meals meet USDA nutrition guidelines, and students engage in daily physical activity through structured PE, sports,

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and martial arts programs.

The Second Step program helps students develop healthy social-emotional behaviors and decision-making skills. Students learn stress management and mindfulness practices, supporting their overall well-being and ability to make healthy choices.

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.

Serving a diverse student population that is 50% Latino, 49% African-American, with 31% English Learners and 9% Students with Disabilities, our program is designed to be inclusive and accessible to all students. Each classroom/group maintains bilingual staff support, and appropriate accommodations are provided for students with disabilities.

Program materials and activities reflect our student demographics and incorporate culturally responsive practices. We provide translation services for family communication and maintain zero program fees for eligible students, ensuring economic status does not create barriers to participation.

7—Quality Staff

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

Our program maintains high standards for staffing, combining credentialed teachers, qualified instructional aides, and specialized enrichment instructors. All staff meet or exceed our requirements for their positions and undergo comprehensive background checks and health screenings.

Professional development is ongoing, with staff receiving training in safety procedures, program-specific instructional strategies, and student support techniques. Regular coaching and support ensure staff can effectively meet student needs and program objectives.

8—Clear Vision, Mission, and Purpose

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

The expanded learning program aligns with ILA's mission to provide an exceptional

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education for urban TK-8 students that accelerates learning and closes achievement gaps. We extend this mission beyond the regular school day through targeted academic support, enrichment activities, and leadership development opportunities that support the whole child.

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.

Invictus will continue to seek partnerships with local agencies. We currently partner with Better for You Meals/Revolution Foods to provide meals and snack service for our students. We also partner with local agencies to provide SEL services to our families who voluntarily seek counseling services, and vaccination clinics with parental permission and participation.

We also maintain active partnerships with community organizations to enhance program offerings. These include collaborations with local community colleges for parent education, partnerships with enrichment providers for specialized activities, and relationships with local civic leaders for C-STEAM projects. These partnerships expand our capacity to serve students and families while connecting our program to the broader community.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Program quality is monitored through regular data collection and analysis, including attendance tracking, academic progress monitoring through iReady assessments, and stakeholder surveys. Trimesterly reviews of program data, parental feedback, and student satisfaction inform adjustments to meet student needs and improve outcomes.

11—Program Management

Describe the plan for program management.

The program operates under clear management structures, with a site coordinator/lead overseeing daily operations and communicating with school leadership, families, and partners. Regular staff meetings ensure consistent program implementation, while systematic monitoring of budget, compliance, and safety protocols maintains program quality and sustainability.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning

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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.

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 6120[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?

Special Considerations for TK/K Students

Our program maintains specific supports for our youngest learners, including:

- Strict adherence to the 10:1 student-to-staff ratio
- Age-appropriate activities and materials
- Modified schedules with dedicated rest periods
- Staff training in early childhood development and needs
- Dedicated spaces designed for young learners
- Additional transition support between activities

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:

- Early arrival program beginning at 7:30 AM
- Regular school day from 8:30 AM to 3:00 PM
- Afternoon program from 3:00 PM to 6:00 PM, including snacks, homework help, enrichment activities (cheer, dance, band, and martial arts), and physical activity

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Minimum-Day School Day:

- Early arrival program beginning at 7:30 AM
- Regular school day from 8:30 AM to 12:30 PM
- Afternoon program from 12:00 PM to 6:00 PM, including snacks, lunch, homework help, enrichment activities (cheer, dance, band, and martial arts), and physical activity

Summer/Intersession Program:

- Full-day program from 8:00 AM to 5:30 PM
- Balanced schedule of academic support, STEAM activities, enrichment programs (including arts and crafts, dance, martial arts, and band), and physical activity
- Regular meals and snacks throughout the day

This expanded learning program represents ILA's commitment to providing comprehensive support for student success beyond the regular school day, maintaining high standards of quality while ensuring accessibility for all of our students.

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.

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(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.