

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:
Dr Linda Scott, Superintendent



2604 S. Martin Luther King Jr. Blvd.

Fresno, CA 93706

**Washington Unified School District
(Sponsoring District)**

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

Local Educational Agency (LEA) Name: W.E.B. DuBois Public Charter School

Contact Name: Dr. Linda Scott CEO

Contact Email: lscott@agapeschools.org

Contact Phone: 559-704-9011 or 486-1166

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. W.E.B. DuBois Public Charter School
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

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

Parent and school staff also contribute to the creating the safety plan for the school's sites for students and staff for in-person delivery of academic needs and intervention. All employees are responsible for using safe work practices, following policies and procedures, and assisting in maintaining a safe work and learning environment. Parents also are encouraged to visit and observe classrooms via in person following all safety protocols and procedures.

Increase technology speed and purchase additional state of art equipment such as simulation software, computers, additional wiring, microphones, TV, Cameras, building cameras for security during extended hours, Bus cameras for safety summer transportation.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active

Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. Newsletters provide parents with updated initiatives, school offerings and master schedule projections to enhance student engagement.

Identifying barriers and progress monitoring, each student is given a diagnostic assessment establishing baseline data for interventions and deficiencies. The site leaders, teachers and counselors work with students to track progress of student engagement and creating a personalized environment, differentiated Instruction, EL strategies, collaborative learning opportunities and create student ILPs (Individual Learning Plans). Site leaders also work with teachers and counselors with communicating academic plans and interventions to parents and guardians. As teachers progress monitor student performance and achievement, student will profile their achievements from daily assignments, weekly and common assessments, and District Benchmarks. Use a engagement evaluation for teachers to measure engagement.

Each student is also assigned a Student Support Counselor. Student Support Counselors serve as liaisons between school and home. Outreach Services are provided through student support counselors. The student support team uses strategies that include home visits, phone calls, counseling meetings, and referral resources for food, shelter, clothing, and counseling.

3—Skill Building

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

Throughout the academic school year, meetings were held to discuss academic, health and wellness and social-emotional needs for staff, students, and parents. During the meeting, parents, students, and school staff were presented with data supporting the extension of summer school days and hours to provide students with support for academic needs, credit recovery and loss of instruction deficient. Additionally, students will increase project base learning for skill building and engagement as it has proven to work. Students will participate in Career and Technology Education program to enhance the skills of our students, support job shadowing, increase work experience and pathway alignment to career and post-secondary interest.

4—Youth Voice and Leadership

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

We will enhance our Leadership programs by increasing and adding student field trips and developing a leadership academy that's recruits students within the school but also from the community. We also want to increase engagement through more leadership activities. Students will be able to use their voices through leadership meetings, surveys, community volunteers, and public service projects.

STEM programming will offer opportunities for students to experience a cross disciplinary approach to learning that will task them to use critical thinking skills as they create solutions to real-world challenges, while engaging with other youth and mentors. While working in a mobile-friendly web platform, youth will work towards articulating their leadership skills by connecting with friends, classmates, and earning recognition and awards.

Students will experience service learning as students are exposed to the principles behind leadership, that will include data gathering, decision analysis, group feedback and decision making. Students will be expected to utilize these skills in role-playing games and teamwork activities. Peer feedback will provide students with input that will inform their academic, social and emotional practices.

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.

Students will be encouraged to follow the schools wellness plan through classroom activities and announcements. Parents will receive nutrition information through parent connect to share with their family. School lunches currently follow a dietary plan. Students will also learn nutrition concepts and skills in Physical Education classes beginning 2024.

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

Staff be required to participate in cultural competence training beginning 2024. The training will be implemented, and staff will use the training to conduct activities with their fellow workers and students. Students will also receive training within class lessons to ensure cultural inclusion. Funding from ELO will be used to support this training.

Students will be taught the importance of an inclusive environment that appreciates students with learning disabilities. We will ensure no language barriers for students by ensuring communication and materials are in multiple languages for students to understand parents to understand.

All students will have the opportunity to show leadership through their decisions that will be a part of exercises designed to problem solving using real-world scenarios.

disabilities



7—Quality Staff

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

Training for staff is conducted throughout the school year for curriculum alignment and instruction delivery through various training models. Trainers include both school staff and consultants. Staff are required to be high Qualified by participating in degree programs at local colleges or ACBS. The partnership with ACBS will assist classified staff and aspiring certificated staff to become high qualified. Staff will receive a stipend toward there professional development to fund highly qualified courses.

8—Clear Vision, Mission, and Purpose

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

The vision and mission of our program is to effect change though supplemental activities invoking student engagement and student opportunities. Additional training and professional development will be key to ensuring inclusion and high qualified staff.

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.

By partnering with Teaching Fellows through Fresno State University will be able to offer a program that focuses on developing the academic, enrichment, and social activities for student engagement. Generational Changes will assist in the social and emotional development offering behavioral health options. ACBS will provide educational opportunities for certificated and classified staff through courses for professional development and degree programs for staff not high qualified. This will provide students with more advanced staff to raise the quality of the program and the qualifications of the hired and existing staff.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

W.E.B. DuBois will use a self-assessment engagement tool based on the Quality Standards for Expanded Learning. The tool will be a rubric style and will be used by Education Coordinators to evaluate engagement and learning during and after school. Results will be measurable and used to modify instruction.

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11—Program Management

Describe the plan for program management.

The program will be managed by Education Coordinators and After School Program Coordinators. They will be responsible for program outcomes and deliverables. In addition, they will ensure training occurs along with the CEO who is responsible for the hired consultants. Consultants will use evaluation tool to judge effectiveness. CPA will management budget and ensure compliance.

The after-school program will have two levels of oversight to assure that all program protocols are followed according to state, local, and school guidelines. The first level will be state, local, and school guidelines. The first level will be the school level oversight which will consist of:

1. Principal – Will provide school site support and work with the BGC staff as needed.
2. School Board – Superintendent will keep the school board apprised of program implementation and progress.

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.

Currently both grants are used to supplement and add to existing programming. Each of the grants work currently but separately fund initiatives within the programs. ASES funds staffing, activities and enrichment opportunities. ELO funds are spent in accordance of the outline within this plan. Which includes academic engagement, professional development, Saturday School, summer School and high qualified staffing programs, assessment and evaluation.

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California Department of Education

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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?

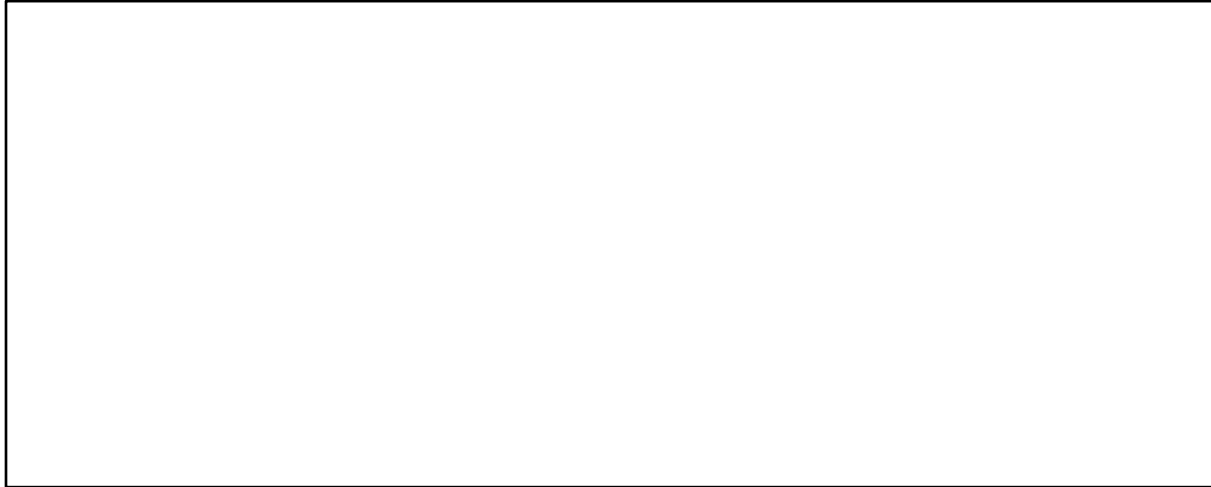
Transitional Kinder is current funded by other grants other then ELO. Our classroom size is 4 to 1.

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.

We do not have a preschool program.

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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.