

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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Purpose

This program plan will aid in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, EBCA 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 ELOP. 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 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.

EBCA is committed to providing students with a safe, violence-free, bullying-free learning environment. In order to accomplish this goal, the staff is dedicated to achieving a full implementation of Life Skills/Cyber Safety curriculum, providing a framework for social interaction between students, and addressing issues that do arise on campus in a manner that involves staff, students, and families. The staff treats students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading activities with students. “Positive Discipline” is used to redirect students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented simple, clearly defined rules that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with the regular day site staff is supported so that the needs of students with special needs are not only known but appropriately supported. Practices and activities to involve students in school in a meaningful way will continue to evolve. This will include SEL programs, Cyber Safety and Behavioral Support counselor. A PBIS Team will study and address the needs of students who are struggling and provide services. Teachers in their PLC’s and SST meetings will also assess student connectedness. Parenting Partners will also be used within EBCA, building the capacity of parents, thereby strengthening the connection between home and school. Our relationship with the Big Brother/Big Sister program will also continue. This interaction will strengthen the bond of an extended school day by aligning our EBCA practices to maintain continuity between the two partners. EBCA is committed to protecting our students and staff during individual, school and City emergencies. Drills are done on a monthly basis to ensure all students and staff members are well practiced in our emergency procedures. All of the same procedures and protocols will be used and practiced by both the after school programs and the regular educational programs to ensure consistency. Emergency drills are conducted regularly at different intervals.

Practicing Fire drills (monthly), Earthquake (quarterly) and Lockdown drills (twice a year) helps ensure that students know what to do in a dangerous situation. It is by conducting these drills that we ensure that even if students are scared or panicked, they will be able to rely on the training they have done throughout the years at school. EBCA will also ensure safety by purchasing security fencing for campus, as well as lighting and security cameras.

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.

The ELO-P program utilizes tutor based lesson plans. These lessons are aligned with the California Content Standards and the grade level focus. The lessons give students the opportunity to choose activities they are interested in and require collaboration with their fellow students. All students are actively engaged in the projects and are given an opportunity to express themselves in the final product. For example, the lesson on recycling included students actively collecting and classifying waste found on the playground and garbage containers. Students then have to design and put together a display that shows the recycling process. Parents are then invited to view and have the students explain their completed project. Each of these lessons have extended activities that focus on multicultural awareness, parent connection, STEM, English Language Learners, and Nutrition /Physical Activity.

3—Skill Building

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

The ELO-P program's educational and literacy element includes tutoring and homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday for a minimum of 45 minutes. There will be an educational enrichment component that consists of a

minimum of 45 minutes per day of fine arts, physical fitness, and prevention activities that reinforce and complement the school's academic program. At the beginning of each year, the ELP Director reviews the ELOP/ASES program with the site Principals. Principals review the program with their staff. Recommendations and program changes are reviewed with the subcontractor operating the daily program. Students are grouped into classes and activities according to grade level, ability level, and interests. All ELOP program activities are intended to keep students motivated and actively engaged. Planned educational activities include the math, ELA, Music/Art, STEM Activities, physical activities, and other educational activities that students and parents express interest in where we can get staff to teach.

4—Youth Voice and Leadership

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

At all grade levels the students are divided into smaller groups with an Adult leader. Students are allowed to choose the activities and projects as per the weekly monthly themes. Opportunities for choice of projects is also part of every lesson plan. In the upper grades, students choose a weekly "Leader of the Week" who comes up with the groups needs for the projects and works with the adult team leader to provide materials necessary for the project completion. All students are given opportunities to develop their leadership skills through their participation in group projects. In addition, School site Principals provide regular school day academic coaches from their staff to train the team leaders on strategies for small group instruction. Students are surveyed and evaluated by staff to guide in the development of training, curricula, and projects that will meet students' needs, interest and real world problems.

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.

Through structured physical activities students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills in both recreational and physical activities. The program has a collaborative partnership with the local associations to provide a wide variety of physical fitness and wellness activities from local vendors. This includes activities of great interest to students such as Dance, Hip Hop Revolution, Old Town Yoga, fitness exercise circuit, and multiple sports activities. The daily physical activity sessions also extend the activities students use in their regular day PE curriculum. We also offer a variety of outdoor recreation programs such as, but not limited to: soccer, football, dodge ball, tetherball, at each of the sites. Parent and student annual after-school school program survey results are also used to determine new recreation activities/sports that could be added. In addition, students participate in a kitchen activity making a healthy afternoon snack that is alignment with the District healthy nutritional practices. The health and safety of all students begins with a smooth transition from the regular school day to the after school program. Student attendance in after school programs is tracked at the end of the regular school day when the after school program starts and monitored throughout the after school program sessions. After school program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in after school program classes. Nutritious snacks are provided daily for every student in attendance. The Fresno Unified School District (FUSD) Food Service staff selects the snacks served in the after school program. Selections are based on a reimbursable snack consisting of two of the following four food components: milk/meat, meat alternative/fruit, vegetable/grain, or bread product. Examples of snacks served include cheese sticks, apple juice, yogurt, apples, cup of carrots with broccoli and ranch dressing, and milk.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The Lesson curriculum referenced previously have both a lesson extension option that include Multicultural Education/ Cultural Awareness and ELL Extension. These options are utilized frequently to extend project activities. One example of an activity is students developing collages from multiple sources of print literature that reflect the diversity of images in our community, region and country. Another activity includes a multicultural day. Students do research about their culture, including artifacts, costumes, instruments, artwork and/or crafts. Students design a poster or do a digital brochure to share out. During a special project review, staff and parents are invited to see the students present their project. In addition, students may bring a food item to share. Also, units like “Around the World in 80 Days” give the students the opportunities to explore many different cultural communities including food, songs, geography and history allowing them to collect passport stamps. The program developed and maintains a Folklórico Enrichment Dance Team TK- 6th grade, showcasing 3 times a year.

7—Quality Staff

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

All Program contractors will be required to maintain ongoing assurance of compliance with EBCA and LEA requirements for instructional aides as well as criminal background checks required by the Department of Justice and Federal Bureau of Investigation. All instructional aides involved in the program at the site level must meet the NCLB qualifications for their position. EBCA requires that instructional aides meet the following minimum requirements: i) have completed 48 units of college credit, ii) hold an associate of art degree or higher, or iii) Staff members are recruited primarily from the existing pool of regular school district

employees. Hiring notices are posted at the district office and all school sites. Job openings are posted on EdJoin. In addition, job postings will be posted on the social media accounts of EBCA.

8—Clear Vision, Mission, and Purpose

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

Our Mission : We are relentless in creating an environment for all to improve mind, character, and body. Our Vision: A Destination program where people are drawn to EBCA due to the quality, reputation, and accomplishments of our students and schools. Our Purpose: 1. Provide a safe, healthy environment, both physically and emotionally for students after school and when school is not in session. 2. Provide fun and engaging activities in order to exceed or meet daily attendance requirements. 3. Support student academic achievement through academic and enrichment activities that are aligned with the regular school day. 4. Promote parent and community involvement. The needs of the community, students.

The needs of the community, students, parents, and school were identified through various sources; annual surveys, parent advisory committee, and student reports. Once the needs are identified by the site administrators and site coordinator, then the focus of the program is established along with the target groups.

The Program offers an academic support component, healthy fitness component and recreational enrichment component. The academic support component consists of homework assistance and intervention in the focus area chosen by the school site and its specific grade level. The healthy fitness component consists of physical fitness and education along with a healthy snack. The recreational enrichment component consists of STEM activities, clubs, community events, service learning projects, community partners, and much more.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with nonLEA entities to administer and implement ELO-P programs.

The program contracts with the LEA to provide regular in-service professional development for the after school program staff (e.g., regional staff development programs). Additionally, staff members attend after school program staff development activities provided by the County Office of Education. The Program Director also provides monthly professional development in-services for the Site Paras. EBCA is responsible for the daily operation of the after school program including the hiring of employees and all other provisions of the contract.

Staff, students and parents were all given survey's to gain input on the Expanded Learning Opportunity Grant and ideas to include in the program. One big idea that came out in the survey was to have more onsite family nights as well as off campus educational field trips. The parents also indicated in the survey that tutoring was an important aspect they wanted to be included. All Stakeholders will be surveyed yearly to garnish ideas and feedback on the program successes, areas of improvement and new ideas.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning will be used to assess program quality, and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include; surveys, interviews, observations and self-assessments. The information will be collected from all stakeholders, which will include students, parents, community members and staff. The results will be used to drive improvement of the program. The Program Director and Site Directors will participate and review the Expanded Learning Field and site Coordinator Survey every year. This provides an opportunity for the staff to review the program and discuss possible changes in the program. Each year, the Director and Site Directors spend a week before the school year starts reviewing the data collected to identify past successes and improvement needed. We use

this data to revise and refine our program and develop the program for the current school year. In addition, at the weekly Staff meetings the program Director and staff will review current projects, success of projects, and possible changes to the yearly plans.. The Program Director will meet with the site Principal several times per year to review the plan. In addition, on an as-needed basis, the Site Directors meet with the teaching staff to review the plan. A few goals are: 1. Communicate frequently with classroom teachers to ensure effective homework completion. 2. Work with site Principals to ensure activities coordinate with the regular school day program. 3. Provide targeted staff development activities that focus on motivation, intervention, remediation and/or acceleration deepening on the need. The program partners will meet at least quarterly to discuss all areas of program design and implementation, provide key programmatic and financial guidance, and conduct ongoing formative evaluation to ensure ongoing program improvement.

11—Program Management

Describe the plan for program management.

Expanded Learning Opportunities Program Plan Guide for EBCA the Team Leader has a Cluster Summary binder that consists of documents identifying the month/year, site name, and Program Leader name. The Team Leaders are responsible for recording the last and first names of their 20 students. Monthly attendance sheets track attendance by month. The following categories are tracked: a check mark if the student is present; A-Absent, H-Holiday, E-Entered first day of program, NP-No Program, and D-Drop. At the end of each month, the Team Leader computes the attendance percentage and compares it to the target goal. EBCA receives grant funding by the state (via Fresno County Office of Education Safe and Healthy Kids).

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.

Services will be provided for both TK and Kindergarten students

Transitional Kindergarten and Kindergarten daily schedule

8:00 – 2:15p.m. Regular grade level curriculum with classroom teacher

2:15-3:00 p.m. ELOP receive students on site and snack time

3:00 3:15 p.m. Restroom break

3:15-4:00 p.m. Expanded curriculum activities

4:00-4:15 p.m. Restroom break

4:15-6:00 p.m. Social Emotional

6:00 p.m. p.m. Parent pick up /sign out

Sample Summer or Intersession daily schedule

8:00 a.m. Welcome

Sign-in

8:30-9:00 a.m. Morning snack 9:00-9:15 a.m. Restroom break

9:15-10:00 a.m. Crafts/Outdoor activities

10:00-10:15 a.m. Restroom break 10:15-11:15 a.m. Crafts

/Outdoor activities

11:15-12:15 p.m. Expanded grade level curriculum activities

12:30-1:00 p.m. Lunch

1:00-1:15 p.m. Restroom break

1:15-2:00 p.m. Social Emotional

2:00-2:15 p.m. Restroom break

2:15-3:00 p.m. Crafts/Outdoor activities

3:00-5:00 p.m. Expanded grade level curriculum activities

5:00-5:30 p.m. Pick-up time /Closing

During the supplemental days, EBCA transforms into a camp-like atmosphere, offering different age-appropriate programs for Mini Wildcats.

Spring Academy

Session1: April 3rd-6th 2023

Summer Academy

- Session 1: June 12th-30th 2023
- Session 2: July 5th-28th 2023

Fall Academy

- Session 1: November 20th, 21st, 22nd

Winter Academy

- Session 1: December 18th-22nd
- Session 2: January 2nd-5th

