

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



**BERT
CORONA**
CHARTER SCHOOL

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This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Bert Corona 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.

- Bert Corona Charter School- 9400 Remick Ave Pacoima, CA 91331

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>.

Expanded Learning Opportunities Program Plan Guide

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.

Expanded learning opportunities will be offered on the campus of the Charter School and occasionally, off campus. The Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. The Charter School is committed to helping children grow academically, socially, and emotionally. In order for this to happen, it is imperative that we have an environment that is safe and conducive for growth. The Charter School implements a framework of School-wide Positive Behavior Intervention and Support in conjunction with Restorative Justice practices.

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 Charter School provides students with a rigorous standards-based instructional program for students. To ensure success for all students, staff strives to maintain an emotionally secure environment in which children possess the confidence, stamina and perseverance required to master the academic content. The Charter School leadership team will ensure alignment between academic goals and targets during the typical instructional day with learning opportunities either before school, after school, weekends, intersessions (Thanksgiving, winter, spring, and summer breaks), and holidays. The program will also include student clubs and sports to ensure students are meaningfully engaged. In addition to providing programs focused on academics, social emotional learning, enrichment and physical activities, the program will also implement activities such as the ones described below to further engage students in learning experiences which complement the regular school day learning.

Evening and/or weekend field trips:

- Visit Museums: Discovery Center, Natural History, Academy of Arts & Sciences, The Getty, LACMA, Autry, etc.
- Hiking experiences
- Sporting Events: Professional Baseball, Basketball, Soccer game, College Football, Basketball, Volleyball, Soccer game, etc.
- Musical Plays

- Practices off campus: i.e. Volleyball scrimmage on the beach
- Service Projects: Beach Clean-up, river clean-up
- College Visit: Campuses near our neighborhood
- Amusement Parks: in connection with math, physics, art, etc.

Overnight weekend field trips:

- College campus tours: Overnight college tour (1 night, 2 days)- visit Northern and Southern California colleges.
- Outdoor expeditions/programs (hiking, camping, backpacking, and ropes course)

Summer programs:

- College campus tours: Overnight college tour (3 night, 4 days) - Visit schools out of state
- Resident Programs: overnight programs on college campus
- Outdoor expeditions expeditions/programs (hiking, camping, backpacking, and ropes course)
- Summer Camp experiences: Technology, STEAM, College Bound, etc.
- Overnight sleep away camp
- Overnight (week long) educational tours: Programs out of state/country will provide students opportunities to learn other cultures and explore new cities/countries and geographical landmarks.

The Goals of the Expanded Learning Opportunities Program are:

1. To improve academic skills through Targeted Academic Support which will include tutoring and Project Based Learning Enrichment Classes
2. To create a sense of connection to school (belonging) thorough clubs and sports

ELOP programming will enhance the learning and growth opportunities provided during the regular school day and will not be a duplication.

3—Skill Building

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

The Charter School takes on a “triage” approach to screening student needs, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. The alignment between skill building opportunities before, during and after school will enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child. Data from iReady Assessments, class grades, attendance, and behavior referrals will be used to target students who can benefit from participation in the ELOP Programming. However, all students will be eligible to participate.

4—Youth Voice and Leadership

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

Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relationship to their unique interests. With the regular collection of student stakeholder feedback, site & regional level staff adapt program planning inclusive of identified clubs, selected curriculum, activities and projects as well as the development of associated staff training to meet expressed needs and interests.

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.

The Charter School will engage students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring, and reviewing the charter school's Wellness Policy. The YPICS wellness policy governs how the charter school supports students to make healthy choices and maintain healthy behaviors. The YPICS Board recognizes the link between student health and desires to provide a comprehensive program promoting healthy eating and physical activity for our students. We are committed to:

- Providing opportunities, support, and encouragement to all students to be physically active on a regular basis;
- Ensuring that all foods and beverages sold or served at the charter schools during school hours meet the minimum nutritional requirements according to the USDA Smart Snacks in Schools (SSIS) guidelines.

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.

Programs, events, and learning experiences provided by the Charter School will offer a variety of engaging activities that are active, developmentally appropriate, culturally sensitive and enrich the physical, social, emotional, and creative development of all participants. All activities will respect and be responsive to the diversity of program participants, their families, and community.

The goal of the model is to make expanded learning guaranteed and viable so that all students who attend, can access expanded learning opportunities and develop a lifetime passion for learning and staying active. **To ensure all students can participate in before and after school programs, accessible transportation will be provided by the school when necessary.**

Staff assigned to work with students in the expanded learning program will reflect the diversity and language of the students they serve. Staff will be highly trained in meeting their linguistic needs and have explicit knowledge of working with students with disabilities.

7—Quality Staff

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

The Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and

paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I).

The Charter School will employ the following staff members for ELO-P:

1. Full-time YPICS staff that will work additional hours after school;
2. Highly qualified credentialed teachers;
3. Highly qualified paraprofessionals ;
4. Third-Party employees from a vendor such as “Think Together”

8—Clear Vision, Mission, and Purpose

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

The goal of the Expanded Learning Opportunities Program on YPICS campuses is to support students to build academic skills through Targeted Academic Support including Tutoring and Project Based Learning Enrichment Classes and to support students to build their social emotional skills through participation in students designed clubs and in sports.

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.

YPICS Campuses currently have a partnership with “Think Together” to provide students with expanded learning opportunities. In 2020, Think Together in Los Angeles served 3,229 total students for 193,645 program hours. Think Together has worked with YPICS sites in the following manner:

Summer and After School Learning Programs: Provided recovery through expanded learning, enrichment and physical fitness over the summer months through a full-day program offering a variety of activities, with an emphasis on social-emotional learning and support; uses certificated teachers with expanded learning professionals. After School Learning Programs provided a variety of learning opportunities for our children.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Charter School employs a continuous quality improvement plan by identifying problems, implementing and monitoring corrective action and studying its effectiveness. YPICS maintains a cohesive instructional program based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, and modification of instruction based on student outcomes.

Based on the analysis of summative and formative assessments throughout the year, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development.

11—Program Management

Describe the plan for program management.

The Coordinator of Community Schools will manage the program with the support of the Expanded Learning Coordinator, school site administrators and the After School Site Coordinator. The Senior Director of Community Schools Partnerships will provide grant and budget management and compliance support. The following are the steps for program management.

1. Identify students for the ELOP
2. Identify interested current staff
3. Develop a team to ensure components of the plan inclusive of the following:
Safe and Supportive Environment; Active and Engaged Learning; Skill Building; Youth Voice and Leadership; Healthy Choices and Behaviors; Diversity, Access, and Equity; Quality Staff; Clear Vision, Mission, and Purpose; Collaborative Partnership; Continuous Quality Improvement.
4. Manage funding for staffing and supplies
5. Assessment of program implementation

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.

ELO-P funding and programming will enhance the After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) programs on campus before school, after-school and during break like in the summer with activities that complement and support classroom-based instruction, and provides activities that support student to grow social-emotionally. The After School coordinator will be responsible for daily management of the program with support from the school site administration. ELOP programming will follow the same guidelines and expectations.

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.

Daily Program Schedule

Snack/Attendance	3:30 - 4:00
Session 1	4:00 - 5:00
Session 2	5:00 - 6:30

Nine-Hour Summer

Before School	8:00-8:57
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Period 1	9:00-9:47
Period 2	9:50-10:37
Period 3	10:37-11:24
LUNCH	11:25-12:15
Period 5	12:15-1:05
Period 6	1:10-2:00
Session 1	2:00-3:30
Session 2	3:30-5:00

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.

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):

[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 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.