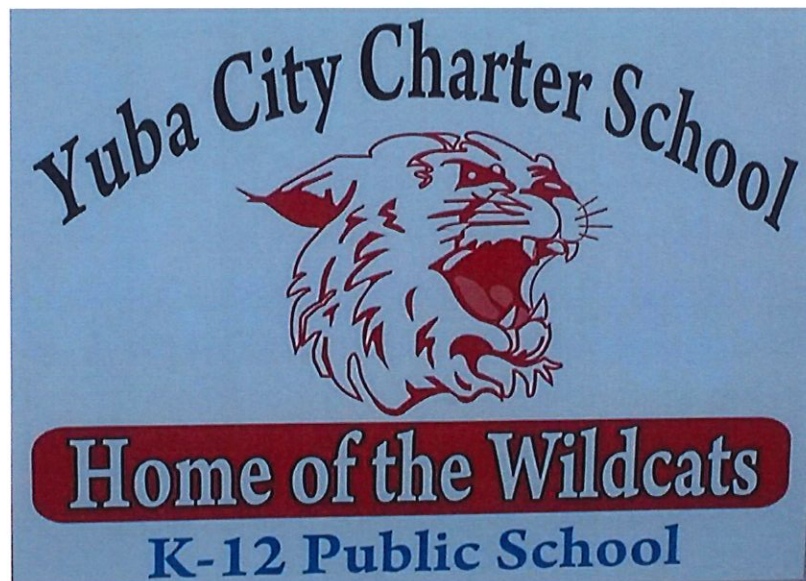


Yuba City Charter School

Expanded Learning Opportunities Program Plan



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

Adopted 6/7/2023

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

Local Educational Agency (LEA) Name: Yuba City Charter School

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Contact Phone: 530-822-9667

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. Yuba City 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

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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 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.

Yuba City Charter is committed to providing students with a safe learning environment. All staff, including Expanded Learning staff, are trained in Capturing Kids' Hearts program that is focused on student social emotional well-being, relationship-driven campus culture, and student connectedness. Expanded Learning staff will be employed in positions that overlap during the regular day. Staff will know and have a connection with students as they interact with each student through the regular school day and extended day. YCCS practices monthly emergency drills to make sure that students and staff are well practiced in emergency procedures. As the Expanded Learning program will be ran by staff and attended by students on the same campus, staff will follow the same emergency protocols in Expanded Learning program as regular school day.

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.

A variety of resources will be used to engage students. Supplementary materials from the ELA, math, science and social studies will be used to support classroom instruction. Group projects and activities will be incorporated to help develop leadership and cooperation amongst students in the Expanded Learning program. Students will also have the opportunity to work on intervention materials that will be developed by the classroom teacher based on NWEA assessments and teacher assessments. Expanded Learning staff will work collaboratively to implement intervention material to students.

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3—Skill Building

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

The Expanded Learning program will include time for students to work with staff in intervention strategies, homework assistance and tutoring designed to help students close any learning gaps, to meet grade-level standards and advance their academic skills. Students will also have an opportunity for experiential learning through collaboration with the CTE drama and Agriculture programs. Students will be able to develop skills and techniques in various opportunities offered in drama and agriculture. Students will also have designated times for physical education activities and games.

4—Youth Voice and Leadership

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

Students in the Expanded Learning program will have the opportunity to develop leadership skills through collaborative projects with the CTE Drama and Agriculture programs. These activities allow the students to engage in activities that promote leadership and developing ways to communicate to their peers and others. Students will be given many opportunities to work in groups on activities and projects. This interaction will give each student opportunities to lead within the group and how to engage with others. Capturing Kids' Hearts strategies will be incorporated to help students improve their ability to appropriately interact with one another.

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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 have designated time for structured physical activities that will allow students to develop positive social interaction skills as well as leadership skills. These activities will be coordinated with skills that are being developed in the regular day classes during physical fitness curriculum. Students will engage in Capturing Kids' Hearts that promotes social emotional wellbeing, positive interactions and the opportunity for students to re-evaluate poor behaviors and self correct making positive choices. Nutritious snacks and breakfast will be provided every day for students in the Extended Learning program. Food Services will be provided by YCUSD food service program and will meet the Nutrition standards for students.

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.

YCCS has a Diversity Committee made up of certificated and classified staff members. The Diversity committee arranges activities, projects and programs that provide every student at YCCS to experience diversity, access and equity. Students typically work on these projects and activities in their regular day classroom. Students in the Expanded Learning program will now be included in the projects and activities. Students typically work in groups to create a piece of art or display board in relation to various themes throughout the year. Students in the Expanded Learning program will be able to work with each other to collaborate and present as groups to the rest of the school community.

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7—Quality Staff

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

YCCS staff, including the Dean of Academics will monitor student progress for those individuals enrolled in the program. NWEA assessments, CAASPP, CAST and ELPAC scores will be used to monitor and evaluate student progress. Students will be monitored and expected to show improvement toward meeting academic standards especially in the area of math and English Language Arts. Additionally, students should show improvement in homework completion based on teacher homework completion logs.

Staff will be trained in Capturing Kids' Hearts and will work with classroom teachers and the Dean of Academics to receive professional development in intervention strategies, motivation strategies and helping students understand concepts. Data from various assessments will be used to help in continued professional development opportunities for our Extended Learning program staff.

8—Clear Vision, Mission, and Purpose

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

1. Provide a safe, healthy environment (physically and social emotionally) for students before school and when school is not in session, 2. Provide fun and engaging activities that promote leadership building opportunities, 3. Support student academic achievement through experiential learning activities, intervention strategies, and support aligned with regular classroom activities, 4. Promote school community involvement through collaboration with CTE programs and other school programs and projects.

The needs of this program were determined by input from the Parent Advisory Committee, ELAC, DELAC and surveys of parents. Administration, staff, student reports and parent input will be used to monitor the success of the program and adjust professional development, strategies and delivery of the Extended Learning program.

The program offers support aligned with regular class homework, intervention strategies and material, experiential learning, physical fitness, and a healthy snack and breakfast.

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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.

YCCS Extended Learning program will collaborate with many local youth programs. Administration is working with 4-H programs to incorporate and provide experiential learning. The Acting Company is working with YCCS to provide opportunities for students to gain experience in Drama performance, skills and techniques. Other CTE programs including the CTE agriculture program will collaborate with the Expanded Learning program to provide experiential learning. Staff will work with regular classroom teachers and the Dean of Academics to provide academic support to students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning will be used to assess the program. The Dean of Academics and classroom teachers will collaborate to provide program feedback and drive professional development for Extended Learning program staff. Data will be used to analyze individual academic and progress related to each student's enrollment in the program. Data will also be used to encourage parents to enroll students in the Extended Learning program. Staff will meet weekly with the Dean of Academics to create SMART goals for each student and analyze progress toward meeting each student's goals. Strategies will be individualized and adjusted to promote continued academic achievement.

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11—Program Management

Describe the plan for program management.

The program will be managed by the Superintendent/Principal with support from the Dean of Academics in collecting and analyzing data. Much of the funding will be used to staff before school program as well as days outside of the regular calendared school year. Funding will also be used to purchase supplemental curriculum intervention materials and materials for experiential learning projects. Staff will receive professional development as well as being observed to determine other supports to create a successful environment for students to achieve academic success and leadership opportunities.

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.

N/A

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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?

The before school Extended Learning program will serve transitional kindergarten and kindergarten students at a 10:1 staffing ratio. Staff will be trained in supporting TK/K skills needed to support academic achievement. Extended Learning program staff are familiar with the TK/K program and will continue to meet and collaborate with the TK/K teacher and para-educator including spending time in the classroom to observe and collaborate with one another. Staff will receive early childhood education training and professional development to help promote academic achievement in our TK/K students.

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.

School Calendar Days: 6:30 Check-in and healthy snack available
6:30-7:00 Homework Assistance and tutoring
7:00-7:30 Experiential Learning activities (drama, art, music, science, diversity projects) 7:30-7:45 Healthy Breakfast provided 7:45 - 8:20 Physical Fitness activity
8:20-8:30 transition to regular day classroom 8:30-3:30 Regular Day classes
Summer/Intersession Days: 6:30 Check in and Healthy Snack available
6:30-7:00 Homework assistance and tutoring 7:00-7:30 Experiential Learning (drama, music, art, science, diversity projects) 7:30-8:00 Breakfast and Physical Fitness activity 8:00-12:00 ELA/Math/Science/Social studies 12:00-12:30 Healthy Lunch Provided 12:30-1:15 Physical Fitness
1:15-3:30 Experiential Learning (Drama, music, art, agriculture, diversity projects)

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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.