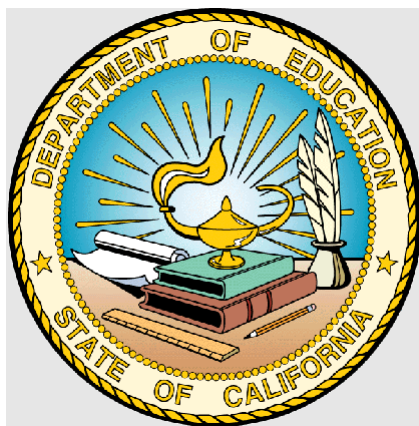


**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:  
Expanded Learning Division

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

**Note: This cover page is an example, programs are free to use their own logos  
and the name of their program.**

# Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Washington Unified School District

Contact Name: Randy Morris - Superintendent

Contact Email: randy.morris@wusd.ws

Contact Phone: (559) 495-5626

**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. American Union Elementary School (TK-8)
2. West Fresno Elementary (TK-5)
3. West Fresno Middle School (6-8)
4. Washington Union High School (9-12)
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 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.**

The Washington Unified School District (WUSD) Expanded Learning Program (ELP) set a goal for students to feel success and empowerment while gaining skills and strategies that will help them during the regular school day and beyond. Several strategies are executed to create an environment that promotes students' academic, social-emotional, physical, and developmental growth. Where feasible, staff are trained in the district's behavior intervention program (e.g., PBIS) and social emotional learning curriculum (Positivity Project). Facilities are clean and well-maintained, with custodial supplies and staff expanded to compensate for the increasing number of ELP participants and their expanded activities. School-aligned health and safety procedures and policies are in place including a minimum of two staff members certified in CPR/First Aid. In alignment with regular day protocol, the program conducts fire and lock down drills according to site leadership direction and oversight. Collaborative meetings are scheduled with school leaders to further develop a safe and supportive environment. The program staff collaborates with site administrators and teachers to identify participant strengths, interests, and learning styles. Staff development for ELP staff occurs once a month and offers staff a variety of training opportunities including school safety, classroom management, enrichment training and much more. Programs will be offered on school sites, transportation is coordinated within the district to allow for safe travel to and from the program.

## 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.**

Washington Unified Expanded Learning Program offerings are designed with intent to provide all students access to engaging learning opportunities targeting their interest as well as academic, social-emotional, and physical needs. The Washington Unified Expanded Learning Programs collaborate with school administration, academic coaches, and instructional staff regarding ways to align the after-school enrichment and intersession goals with district goals and standards while also providing students with opportunities that do not currently exist in their regular day classroom. Daily structured tutorial programs are adopted, designed and implemented through collaboration with parents, teachers, administration and other educational partners. Homework is monitored through communication among program site staff, students, parents, and teachers encouraging consistent and ongoing communication. Assistance is provided in small groups with attention to individual needs. Staff provides a variety of activities that are hands-on and seek youth feedback in the development of lessons. Providers, (California Teaching Fellows Foundation and Fresno County Superintendent of Schools) work closely with WUSD to continually review and expand the structures of support provided to staff, so that quality of experiences and activities for students are closely monitored, refreshed and upgraded. Youth regularly have access to courses and classes with clear purpose and result in a culminating event or product. WUSD will contract with Community Based Organizations and Industry Expert Vendors to provide courses and classes enhancing enrichment opportunities.

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## 3—Skill Building

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

The Expanded Learning Program courses will include clearly communicated learning goals, projects, activities, and events that allow students to develop understanding of 21st century skills (e.g., creativity, critical thinking, and information and communications technology). Specific focus is placed on science, technology, engineering, and math (STEM) topics, as well as art (both performing and visual) and social-emotional learning (SEL) skills. Additionally, staff supports mastery by facilitating youth reflections and offering constructive feedback to help youth learn from their experiences. The educational literacy and educational enrichment activities are aligned to academic goals of the regular day, building skills and strategies. Each student's experience in the Expanded Learning Program (ELP) is a direct result of the self-selected courses, which creates ownership and maintains student engagement and interest.

## 4—Youth Voice and Leadership

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

Expanded Learning Programs will survey students to gain insight on student interests and needs. Classes and program offerings will then be planned and executed providing a broad range of offerings from survey results. Furthermore, students will have the opportunity to choose the enrichment club to participate in from the offerings provided. Community Based Organizations and Industry Expert Vendors will be contracted to assist in providing a diverse list of course offerings. Additionally, lessons include student reflection activities where students provide feedback and have opportunities to make recommendations for future activities. Building relationships is key for expanded learning program staff and students. Oftentimes once a strong relationship is built and students have trust, staff learn more about student viewpoints, concerns and interests. All activities are age and grade level specific for the grade level being served.

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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.**

Washington Unified provides free and nutritious snacks to all students during the expanded learning program and intersession offerings. Guidelines set forth by the California Department Education and Nutrition Policy Unit are used by district food services. Sample menus along with nutritional value are placed in program files for review. The expanded learning team collaborates with school administration to identify healthy practices to implement and contribute to the school wellness plan. In designing lesson plans, staff tie in healthy choices and behaviors when appropriate to the lesson. Staff also model these healthy behaviors for students. Types of healthy practices and activities include healthy cooking classes, sports, structured physical fitness, and nutrition lessons. Age-appropriate wellness curriculum and resources are utilized throughout the program. Staff model good nutrition and healthy lifestyles during the program. FCSS Wellness and Nutrition staff collaborate with programs promoting youth to share their wellness knowledge to influence families, peers, program, and the community.

## 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 Washington Unified (WUSD) Expanded Learning Opportunities Program (ELO-P) is committed to creating an environment that is welcoming, accessible, and inclusive to all WUSD students. Staff participate in monthly training where diversity and sensitivity training are frequently offered as training classes. Enrollment is offered to all TK-12 students with priority given to students TK-6 that qualify for free/reduced meals, English Language Learners, and foster or homeless youth. The programs celebrate the various cultural and unique backgrounds of their community through activities and community events. Expanded Learning Programs provide a space for low-pressure opportunities for English language learners to practice oral language in a safe, informal environment while actively engaged in hands-on games, computer-based programs or learning activities. Bilingual staff are also a support for English Language Learners. When possible, accommodations will be provided for students with special needs, such as special education, English learners, homeless, and foster students. Cases involving students who encounter barriers to participation will be evaluated on a case-by-case basis to see if accommodations can be implemented and lesson plans adapted as appropriate and practicable to facilitate full inclusion in all activities.

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## 7—Quality Staff

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

Washington Unified School District (WUSD) works with California Teaching Fellows Foundation (CTFF) and Fresno County Superintendent of Schools (FCSS) to recruit, hire, and train qualified staff who engage students in all program activities. The ELO-P is staffed by a combination of existing WUSD employees and community partners with extensive experience and/or training in their area of expertise. Program staff who directly supervise students must meet the minimum qualifications of a paraprofessional aide with WUSD. This includes completion of forty-eight units from a nationally accredited college or university; or A.A. degree or higher; or the passage of a local assessment test. As intended for ELO-P dollars beginning in 2021-2022, a sufficient number of staff will be maintained resulting in no waiting lists for families' grades TK-6 who request a place for their children in the ELP. Specific steps are taken throughout the recruiting, hiring, and training process to ensure staff are qualified, are receiving ongoing professional development, and are evaluated regularly. Professional Development training consists of topics including: District mission and vision, general work practices and policies, safety, harassment training, mandated reporter, suicide prevention and job-specific training. The job-specific training includes classroom management (PBIS and discipline systems), lesson planning (enrichment sheets and Common Core/Content/CTE standards), and evaluation systems (observation forms, 12 Quality Standards, mandated reporter training, active shooter training, sexual harassment, bullying, suicide prevention, and general workplace safety). Additionally, a Career Work Experience Program will be launched in 2023-2024 to link interested and qualified high school juniors and seniors with ELP, beginning with elementary school sites. This expands the current High School Work Experience Program, providing training, skills, professional connections, and daily after school employment. Teens will work alongside adult staff to provide extra "hands on deck" for the vastly increasing activities and experiences in the upcoming school year's ELP.

## 8—Clear Vision, Mission, and Purpose

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

Washington Unified School District's mission is that WUSD will be a district of academic excellence provided through supportive leadership, systems, and culture, to ensure that all students graduate college and/or are career ready. The Expanded Learning Program site lead works collaboratively with students, parents, school site councils, principals, district office personnel, and program provider leaders to ensure that the Expanded Learning Program supports and promotes the academic and behavioral goals of the regular school day.

The purpose of the ELO-P enrichment courses and intercessions is to:

- Provide a safe and supportive learning environment outside of regular school hours.
- Provide opportunities for students to actively engage in learning and enrichment activities.
- Support students in investigating their natural curiosity about the world around them.
- Provide opportunities to develop new skills while exploring new subjects and interests.
- Increase student motivation and connection to school.

WUSD admin and the FCSS project specialist perform an annual program assessment to expand the needs assessment to include best practices for program content, delivery, staffing and program management.

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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.**

A variety of Community-Based Organizations (CBO) contribute to the collaborative partnerships of Washington Unified's ELO-P. This includes staffing partners, system of support for expanded learning, industry expert vendors, food pantries, and more. Collaborative partners meet with Expanded Learning staff to review, plan, and update the ELO-P program plan regularly and work closely with program staff on refining program implementations. Collaborations involve data review, identifying areas of positive improvements, and identifying areas for targeted improvements. Washington Unified prioritizes ensuring collaborative partnerships are in line with needs and support the specific programs the community offers. Some examples of Collaborative partnerships are: California Teaching Fellows Foundation (Non-Profit agency who partners with WUSD for staffing), Quiq Labs (STEAM and enrichment vendor providing rotations of STEAM classes for students), and more!

## 10—Continuous Quality Improvement

**Describe the program’s Continuous Quality Improvement plan.**

Washington Unified and the FCSS project specialist perform a formal annual program assessment based on the 12 Quality Standards of Expanded Learning in California. These (12) standards include Point-of-Service and Programmatic Quality Standards. The process to review standards includes having program staff and site administration provide feedback on the standards they feel should be the focus for improvement of the year. The program data and evaluation results are shared with stakeholders for feedback. Staff collect and utilize data to influence program planning and goal setting. Formal feedback is requested of youth regarding enrichment activities. Evaluation outcomes are used to prioritize future work around program design, professional development, and program practices. Students are surveyed annually for the purposes of eliciting student perception of program quality, aligned with CDE 6 Point-of-Service Quality Standards for Expanded Learning. Additionally, program providers and FCSS project specialists complete an annual program assessment based on the 12 Quality Standards of Expanded Learning in California. Results from the assessment are shared with key stakeholders and are the driving force behind the CQI Action Plan. CQI Action Plans are created in the fall and implemented throughout the spring.



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## 11—Program Management

### **Describe the plan for program management.**

The ELO-P funding fully supports the vision, mission, and belief statement of WUSD. Programmatic and fiscal compliance will be assessed and overseen by the Chief Business Official and the Director of Curriculum and Instruction. Day-to-day operations will be managed by the Community Schools Coordinator. The program coordinator will coordinate operations, schedules, course offering, and staffing while maintaining open lines of communication among the various WUSD departments and community vendors that are involved in the ELO-P. Additional personnel will be included as the need arises to contribute to oversight and manage the expansion/development of the ELO-P facilities and programs. The ELO-P will adhere to all federal, state, and local requirements and maintain a strong fiscal management system. Community partnerships are established to support high quality Expanded Learning Programs based on input and assessment. Possible expenditures required to operate the ELO-P include, but are not limited to, the following: meals, purchase and building of facilities, transportation, personnel, equipment, supplies, travel & conference expenses, rentals/leases, registration, field trips, outside contracted services, hardware, software, licenses, and postage.

### **General Questions**

#### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

**ASES, 21<sup>st</sup> 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 all four of Washington Unified School District's (WUSD) school sites have ASES and/or 21st CCLC funding. These sites include K-5, K-8, middle school, and high school sites. The 4 sites with current ELP funding will use ELO-P funds to ensure every student from TK-12th grade has access to expanded learning programs. Staff projection will be based on the return of enrollment forms so each site will have the staffing to match the 20:1 ratio in grades 1-12, and the 10:1 ratio for Kinder and TK. ELO-P funds will be allocated to meet the staffing and program shortfall from the ASES and 21st CCLC funding at each site. These programs will be run before school and after regular day instructional time until 6:00 p.m. These programs will offer snack, academic support, and enrichment components required of ELP program.

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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?**

Washington Unified School District will expand the Expanded Learning Program to support students in TK. Program leadership will work collaboratively with District administration, including but not limited to the Director of Early Literacy & Assessment, to provide professional development to staff working with the TK and Kinder. In order to provide the lower pupil to staff ratio, additional staff will be recruited and hired to maintain requisite ratios. Program leadership will collaborate with both the District Early Learning, and Curriculum and Instruction departments to ensure that ELP staff receive the appropriate training and support to provide age and developmentally appropriate curriculum and 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.**

See Exhibit A and B for sample program schedules.

# Washington Unified Expanded Learning Program Schedule Examples:

## Exhibit A

### Lower Grade: TK-2<sup>nd</sup>

*\*Programs operate from dismissal to 6:00 PM daily. The bus departs at 4:30 PM during day light savings and at 5:30 PM during the rest of the year\**

2:15-2:25	Sign-in / Welcome Students
2:20-2:35	Snack / Fellowship
2:35-2:40	Transition
2:40-3:40	Homework
3:40-4:30	Structured Activity/ Vendor Service Provider Rotations
4:30-5:40	Enrichment / Vendor Service Provider Rotations
5:40-6:00 PM	Recreation / Physical Activity

### Upper Grade: 3<sup>rd</sup>-8<sup>th</sup>

*\*Programs operate from dismissal to 6:00 PM daily. The bus departs at 4:30 PM during day light savings and at 5:30 PM during the rest of the year\**

3:05-3:15	Sign-in / Welcome Students
3:15-3:30	Snack / Fellowship
3:30-3:35	Transition
3:35-4:30	Homework
4:30-5:40	Enrichment / Vendor Service Provider Rotations
5:40-5:55	Recreation / Physical Activity Provider Rotations

# Washington Unified Expanded Learning Program Schedule Examples:

## Exhibit B Washington Unified TK-8 Intersession Sample Schedule

7:30 - 8:00 AM	Breakfast / Fellowship / Structured Play
8:00 - 9:00 AM	Academic Rotations by Grade Level (Math, Science, ELA/History)
9:05-10:05 AM	Group Recreation Games
10:05-11:40 AM	Enrichment 1 - Staff Led enrichment class or Vendor Service
11:45 - 12:15	Student Lunch
12:20 - 1:50	Enrichment 2 - Staff Led enrichment class or Vendor Service
1:55 - 2:15	Snack
2:20 - 3:50	Enrichment 3- Staff Led enrichment class or Vendor Service
3:55 - 4:30	Recreation Activity

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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.