

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

West Contra Costa Unified School District

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Expanded Learning Opportunities Program (ELO-P) Funded Sites	
Bayview ES	Chavez
Coronado	Dover
Downer	Fairmont
Ford	Grant
Harding	Highland
King	Lake
Lincoln	Mira Vista
Montalvin	Murphy
Nystrom	Obama
Peres	Riverside
Shannon	Sheldon
Stege	Stewart
Tara Hills	Valley View
Washington	West County Mandarin

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.

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.

West Contra Costa Unified School District's Expanded Learning Office (EXLO) operates ELO-P-funded programs at most elementary school sites. The Expanded Learning Office partners with local youth serving nonprofit organizations, referred to as "lead agencies", who implement these Tier 1 youth development programs for 180 days of the school year. These programs are commonly referred to in the District as "after school" programs.

While most unduplicated TK-6th grade students attend programs at their school site, unduplicated TK-6th grade students who do not have an onsite ELO-P funded after school program are eligible to be transported by District to the nearest "hub" after school site. Under the current plan, unduplicated TK-6th grade students from Olinda are able to attend Valley View; Kensington and Madera students are able to attend Harding; and Collins, Ellerhorst, Hanna Ranch, Lupine Hills, and Ohlone students may be served at Stewart.

In addition to operating after school programs at 28 District elementary school sites, EXLO partners with lead agencies to provide either site, hub, or community based programs for 30 non-school days. In WCCUSD non-school days may include Summer, Winter/Spring Break, and Saturday program days. All enrolled WCCUSD unduplicated TK-6th grade students will have the opportunity to access District expanded learning programs.

Safety is the highest priority of District expanded learning programs and EXLO works closely with District, school, lead agency, and community partners in our ongoing efforts to implement best practices to support our students' physical and emotional safety. Expanded learning safety practices include standardized sign in/out procedures; staffing/student ratios; alignment of safety procedures with those of the core instructional day and inclusion in the school safety plan for site based programs; incident reporting procedures; and comprehensive youth development training for program staff.

All programs have a rigorous sign in/out procedure. At the start of the program day students are welcomed by program staff and are signed into program. Each program is overseen by a Site Coordinator, generally a full time staff member who is employed by the lead agency. During the school year Site Coordinators have Powerschool access and are able to run daily absence reports which allows them to crosswalk the daily sign in sheet with the school's absence report. This ensures that all enrolled after school program participants who were marked as 'present' during the instructional day are accounted for. If there is a discrepancy between the program sign in sheets and the school absence report, the Coordinator may call the family to determine the whereabouts of the student. For non school day programming Site Coordinators will contact families of students who are not present at check in to confirm whether their student will be in attendance.

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

Sign in/out procedures are shared with families in the Expanded Learning Application and a program-specific Family Orientation. As part of District expanded learning safety protocols, students must be signed out by an authorized adult before leaving the program. Elementary students may be signed out by an adult family member, authorized designee, or program staff. The District's Expanded Learning Application allows families to identify in advance those adults who are authorized to pick up program participants. The District's Application also requires families to identify if a student is allowed to walk home or take a bus as well as emergency contacts. This information is maintained by the Site Coordinator in a centrally located binder that is accessible to all program staff. The Site Coordinator remains onsite each program day to ensure all students have been safely released.

During program time students are actively supervised by program staff who meet the District's instructional aide (IA) requirement. TK and Kinder students are supervised at a 1:10 ratio and students grades 1st-6th are supervised at a ratio of 1:20. At most of the programs the ratios are further reduced by the presence of specialty enrichment providers. Every staff working with youth are required to go through California Department of Justice and FBI fingerprinting in addition to TB testing. All clearances must be submitted before staff and adult volunteers may begin to work or volunteer onsite.

Expanded Learning safety procedures are aligned with the District Safety Protocols and are reviewed annually with programs at the multi-day site coordinator and lead agency training, August Institute and reinforced in the weekly Monday Message. For non-school day programming safety procedures are formally reviewed in a formal training by the EXLO. Lead agency partners are able to reach EXLO staff during programs in the event any safety-related questions or concerns arise.

During the school year, each Site Coordinator, under the direction of the Expanded Learning Office, works with its school day leadership to ensure that the safety protocols and procedures for the expanded learning programs are aligned with that of the core instructional day and that expanded learning programs are included in the school's Safety Plan. Site Coordinators receive keys to their school site in order to ensure they are able to open and lock rooms as needed. Each school's Safety Plan details the protocols for Shelter-in-Place, earthquakes, fire, and lockdowns called by law enforcement and/or school site officials. To ensure that programs remain prepared for emergencies, the District's Expanded Learning Office requires that each program conducts regular safety drills aligned with the District's Drill Calendar.

In the event of an incident during expanded learning program hours Site Coordinators contact the Expanded Learning Office and complete an Incident Report within 24 hours. Depending on the severity of the incident, the Expanded Learning Office will reach out to District leadership and follow the District's Crisis Response Protocol. If a reported incident has impact on the social and emotional wellbeing of participants, the Expanded Learning Office will work centrally with the District's Positive Behavior and Intervention Supports Department to deploy behavioral health staff to impacted students.

Students' social and emotional safety is supported through both the implementation of the Building Intentional Communities (BIC) curriculum, the adopted expanded learning SEL curriculum, and through our adopted program quality tool, the SEL Program Quality Assessment Tool (SEL PQA). Building Intentional Communities is an evidence based curriculum that supports program-wide climate change

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

and culture building. Program activities establish community values and reinforce positive behavior guidance strategies. To support programs with implementation, expanded learning programs receive a scope and sequence (referred to as climate blasters) for the year along with ongoing professional development to ensure program staffs' success with implementation.

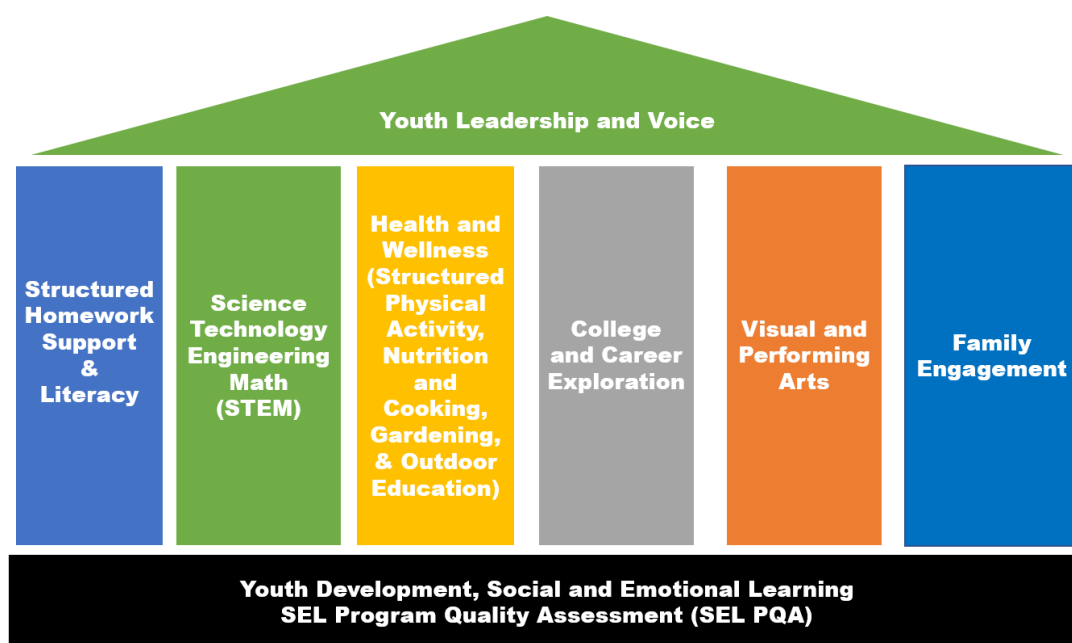
In addition to the implementation of BIC curriculum in expanded learning, the EXLO provides monthly professional development designed to support and deepen staffs' positive youth development practices aligned with our adopted program quality tool, the [Social and Emotional Learning Program Quality Assessment \(SEL PQA\)](#), a research-validated observational tool for assessing adult youth leader practices that support social and emotional learning, as the cornerstone of our continuous Quality Improvement (CQI) process. This tool measures how well a program provides a safe and welcoming environment through specific staff practices including group management, classroom routines and structures, and, most importantly, relationships between staff and students. Additional data on program safety is collected throughout the year through Youth and Family Surveys which includes questions assessing how safe students feel in the program along with the quality of relationships with adult staff. All data is reviewed and shared with partners.

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.

All District expanded learning programs are designed to support the District's graduate profile with an emphasis on cultivating students to become (1) innovative critical thinkers; (2) healthy in mind and body; (3) skilled communicators and collaborators; and (4) responsible and courageous members of society.

West Contra Costa's expanded learning program pillars are summed up in the graphic below:



Structured Homework and Literacy

Beyond traditional homework support, elementary expanded learning programs support students' literacy development through book clubs using curated books from [Reading with Relevance](#), an evidence-based program that guides students through the process of reading culturally relevant, socially and emotionally rich literature. Each lesson is designed to support program staff to explore the social and emotional themes of the day's reading with the goal of inspiring students to read deeply, think critically, talk openly, and write reflectively about topics that matter. *Reading with Relevance*, a CASEL-certified SEL supplemental program, piques student interest in highly engaging social and emotional learning activities to develop crucial academic skills including reading fluency, comprehension, and critical thinking.

Science, Technology, Engineering, and Mathematics (STEM)

The District's Expanded Learning Office partners with several local STEM organizations who hold equity-focused missions to increase students' access to high quality STEM enrichment. [Scientific Adventures for Girls](#), [Youth Code Now](#) and [Junior Center for Art and Science](#) help students see the world through the lens of science and math. Over the course of a semester, school year, or summer, students work in small groups and participate in hands-on STEM activities that are designed to spark their curiosity about the world around them and develop key skills including asking questions; developing and using models; planning and carrying out investigations; analyzing data; using mathematics and computational thinking; constructing explanations; engaging in arguments from evidence; and obtaining, evaluating, and communicating information in developmentally appropriate ways.

Health and Wellness

Expanded Learning health and wellness programming is designed to support students to develop essential skills and develop their capacity to make personal choices that promote positive physical and mental health outcomes. Programming includes cooking and nutrition, gardening and outdoor education, and structured physical activity.

- [Growing Together Project \(GTP\)](#), a local nonprofit organization working towards improving the health and sustainability of our communities by greening schoolyards, provides hands-on youth environmental education, planting trees, and increasing fresh food access. Through our partnership we have been able to bring garden programming and outdoor classroom areas to 24 of our elementary expanded learning programs. In the spring of 2024 GTP will be partnering with Highland, Murphy, Sheldon, and Valley View elementary schools who feed into Soskins MS to provide Farm to Table programming that will include visits to the school production farms GTP established at Soskins and Vista.
- In the 2022-2023 SY the Expanded Learning Office was invited to join the [Richmond Outdoor Coalition](#) whose mission is to expand equitable access to the outdoors for everyone who lives, works and learns in Richmond, California, with a particular focus on communities who have been historically underrepresented. Through this partnership we are looking to work with outdoor

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

education partners like [Headwaters Science Institute](#) to bring our students access to outdoor education programming.

- Through a partnership with [Playworks](#), an Oakland based nonprofit dedicated to increasing access to structured physical activity through cooperative games, our programs offer daily structured physical activity. In addition we partner with several sports organizations who focus on developing students' athletics skills including [America SCORES](#) and Kassirer Sports. These organizations are focused on developing students' athletic skills through non-competitive sports.

College and Career Readiness

College and Career Readiness, with a focus on work based learning, is a newer program pillar for our expanded learning sites. The Expanded Learning Office partners with [UCSF Center for Science, Education, and Outreach](#) on [MESA programming](#). MESA Program engages students grades 5/6th and up in STEM primarily through hands-on project-based team competitions, field trips, and exposure to technical careers and role models. MESA teams are based at school sites and are guided by a teacher that serves as the MESA Advisor. MESA's college prep program sparks early interest in STEM by bridging classroom concepts to real-world practice, and inspires youth on their STEM journey to higher education and their future success. Through this partnership, UCSF provides MESA curriculum and career awareness and exploration as well as a college visit and college student panel.

Additionally, one of health and wellness partners, Growing Together, has developed a work based learning program as part of Soskin Middle School's expanded learning program. Unduplicated TK-6th grade students enrolled at Highland, Murphy, Sheldon, and Valley View elementary schools learn about local farming and micro-entrepreneurs and youth training programs. Growing Together will show students how the District was able to develop the unused spaces on campus as areas of fresh food production and how GTP coordinates with the District's Nutrition Services Department to determine crops it will grow which are then incorporated into school lunches, and school events. Participating students take study trips to the production farms at Soskin MS and Vista HS.

Visual and Performing Arts

Visual and performing arts continues to be one of our most popular program offerings. Through partnerships with several local arts organizations including [Bay Area Creatives](#) we are able to provide students with the opportunity to explore global art traditions through performing arts such as African-Dance, Slam Poetry, and Hip Hop Dance. [Richmond Art Center](#) (RAC), another key partner, cultivates skills through art and design as well as written and spoken language. RAC activities support the development of social and emotional skills through expression of personal experiences. RAC also promotes family engagement by providing opportunities to celebrate student work at site-based culminating events as well as the annual Art in the Community show at the Richmond Art Center.

Family Engagement

West Contra Costa's expanded learning programs have historically engaged with families through [Lights on Afterschool](#) events and annual Winter and Spring Showcases. The Expanded Learning Office is building on this family engagement by offering more structured, centrally-supported, opportunities for

families to participate in programming with their children including events with [Lawrence Hall of Science Science Shows](#), Literacy Nights, and [Family Math Nights](#). While these are events funded through ELO-P they are open to any enrolled student at the school site.

Youth Leadership

Through the Leaders of Today, a leadership program for students grades 5th and up, students learn research, leadership, and communication skills with the goal of identifying and addressing a community issue they would like to impact. This is a youth participatory action research program designed with a cascading facilitation model. Over the years students have selected topics ranging from the quality of school supper to community violence.

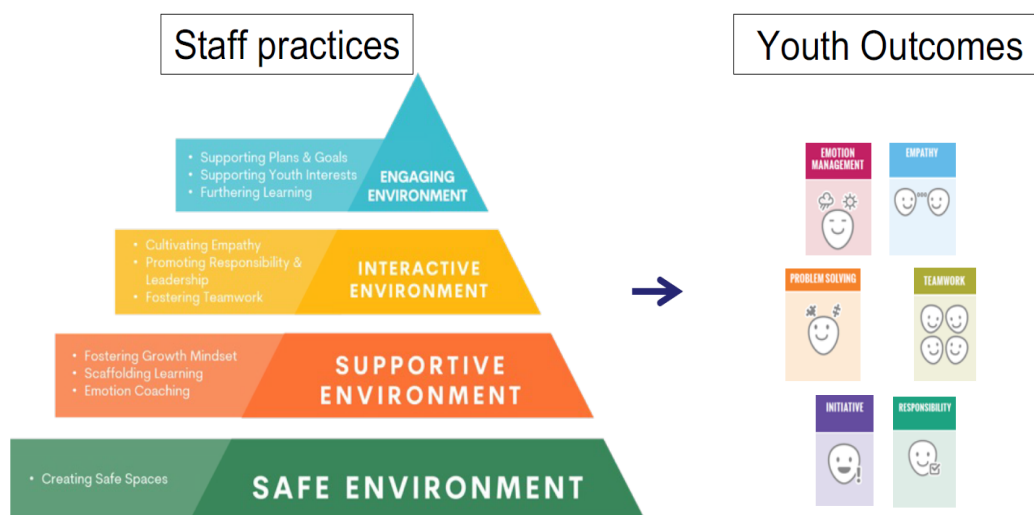
3—Skill Building

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

The skills cultivated through expanded learning programs are designed to support the objectives outlined in the District's graduate profile. Our goal is to support youth to become individuals who are (1) innovative critical thinkers; (2) mentally and physically healthy; (3) adept communicators and collaborators; and (4) responsible and courageous members of society.

Developing students' social and emotional skills are at the core of District expanded learning programs. Through regular program attendance students have the opportunity to develop emotional competence and empathy, teamwork, and a sense of responsibility and leadership. These skills are developed through specific staff practices that are assessed through our research-based program quality tool, the SEL PQA. The graphic below shows the individual staff practices that are measured in the PQA and the corresponding competencies that youth develop through regular attendance.

Practices Shape Outcomes



WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

In addition to fostering these foundational SEL skills, District expanded learning programs now include opportunities for Tier 2 and Tier 3 academic intervention. The expansion of programming to include academic intervention was made possible through ELO-P funding and in response to requests from principals and families. Tier 2 literacy intervention receives support through small group tutoring by teachers after school, as well as collaborations with Tutorworks and SpringBoard Collaborative—both academic intervention programs focused on improving students' phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The introduction of Tier 3 academic intervention with English Language Learners is the result of a nascent partnership with the District's English Learner Multilingual Achievement (ELMA) Office. This collaboration supports ELMA's strategic ELPAC 3 initiative which is aimed at increasing the reclassification rates of English/Multilingual Learners (EL/MLs). To qualify for reclassification, EL/MLs need to achieve a score of 4 on the English Language Proficiency Assessments for California (ELPAC). Through this partnership with ELMA EL/ML students who are within the 30-40 point range of reaching a score of 4 on the ELPAC receive intensive 1:1 tutoring sessions, thereby providing targeted support for their language proficiency development.

In addition to supporting ELPAC 3, EXLO is also working with ELMA on supporting 1st-4th graders through the Literacy Lessons, an intensive tutoring program. Teachers meet daily with 1-2 Multilingual/EL students for individual tutoring lessons after school that last from 30-45 minutes each. Students work on early literacy skills including: reading, writing, fluency, phonics, phonemic awareness, orthographic mapping, comprehension, vocabulary and language development. In addition, students also build skills in self-regulation and self-initiation and independence. Students are identified for tutoring through a rigorous process that includes classroom teacher recommendations and a standardized observational assessment tool. Student progress is monitored daily through both observational and formative assessment, including records of known words in reading, writing and instructional text level. Student progress is tracked on graphs and tables which are updated weekly.

In addition to providing students with the opportunity to learn and practice social emotional skills and academics/literacy skills, District expanded learning programs offer opportunities for students to learn essential concepts and practice content-specific skills. Below are highlighted some key skills students learn and practice through STEM; Health and Wellness; College and Career; and Visual and Performing arts. Below are tangible examples of the key skills that students can explore and practice within each of these program pillar:

STEM:

- Critical Thinking: Involves problem-solving and analytical thinking.
- Creativity: Encourages innovative thinking.
- Collaboration: Promotes teamwork and communication in collaborative hands-on projects.
- Technical Skills: Provides hands-on experience in technology, engineering, and coding.

Health and Wellness:

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

- Healthy Eating Habits: Teaches the importance of a balanced diet.
- Cooking Skills: Imparts practical cooking skills and nutritional understanding.
- Environmental Awareness: Explores ecosystems, sustainable gardening practices, and the impact of human activities on the environment.
- Responsibility and Commitment: Instills responsibility for plant care and emphasizes the commitment needed for successful gardening.
- Patience and Perseverance: Develops patience and resilience through observing plant growth and overcoming setbacks.
- Teamwork and Collaboration: Encourages collaboration in group gardening projects and shared responsibilities.
- Strength and Endurance: Sports programs contribute to the development of muscular strength and endurance through regular physical activity.
- Coordination: Physical activity improves coordination, balance, and agility, enhancing overall motor skills.

College and Career Readiness:

- Career Exploration: Guides students in understanding personal strengths, interests, and values for informed career choices.
- Goal Setting and Planning: Establishes short-term and long-term career and academic goals.
- Strategic Planning: Helps students develop a plan for achieving academic and career objectives.

Visual and Performing Arts:

- Creativity and Expression: Fosters creativity and self-expression through various artistic mediums.
- Communication Skills: Enhances verbal and non-verbal communication through artistic expression.
- Discipline and Focus: Cultivates discipline and focus in refining artistic skills.
- Collaboration: Promotes collaboration and teamwork in group projects or performances.

Cutting across all expanded learning program pillars are core 21st century skills that students need in order to be successful in order to navigate their post-secondary plans: communication, collaboration, creativity and critical thinking.

4—Youth Voice and Leadership

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

District expanded learning programs actively promote youth voice and engagement through various strategies. These include the consistent implementation of quality programming supported through EXLO training, the establishment of a youth leadership pathway in expanded learning, the incorporation of youth feedback into program planning processes, and continuous review and engagement with data obtained from youth surveys.

The infusion of youth voice and leadership is a central aspect of our program quality tool, the SEL PQA, explicitly recognized within the "Promoting Responsibility and Leadership" scale. At the classroom level, each expanded learning activity includes time for students to provide feedback, which is then integrated

into the development of future activities. Additionally, structured into activities are opportunities to take responsibility for assigned tasks, progressing to supporting them in carrying out responsibilities independently (younger elementary). As students progress in age, the program expands opportunities for mentoring, sharing ideas or work with the entire class, and leading group activities. These practices are supported by the Expanded Learning Office through the SEL PQA trainings on *Youth Voice* and *Teamwork and Responsibility*.

In the 2022-2023 school year, the Expanded Learning Office assumed responsibility for the All Student Congress (ASC), a cohort of 7th-12th grade student representatives from every District K-8, middle, and high school. Recognizing the need for an authentically diverse ASC body, the Office initiated the Leaders of Today program, now implemented in all expanded learning programs in the district as part of their core offerings starting in the 2023-2024 school year. This youth participatory action research program, designed with a cascading facilitation model, develops students' leadership skills and capacity, fostering research skills and a sense of leadership. The program culminates in students taking meaningful actions to address identified community issues.

Each Spring, during National Youth Voice Week, the District's expanded learning programs host a Youth Voice Day with the goal of formally seeking program input from youth. On this day programs take students through a variety of facilitated activities which have included creating [Vision Boards](#), for students K-3rd; [Publication for Progress](#), grades 4th and up; and [My Two Cents](#), grades 4th and up. These activities are designed to solicit program feedback and allow students an opportunity to provide input on program components for the upcoming school year. The data collected from these activities are used in the program planning meetings for the upcoming school year.

Throughout the school year, the Expanded Learning Office administers Youth (and Family) surveys to students enrolled in programming. Winter and late Spring survey administrations provide valuable insights, with results reviewed and shared with lead agency partners. During Winter/Spring Break Camps and Summer, the Office conducts a Youth survey, and the data obtained is shared with lead agency partners, informing future planning for both the Expanded Learning Office and partner agencies.

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.

Expanded learning programs were designed to support three key focus areas of [WCCUSD's Wellness Policy](#): nutrition education, physical activity, and other school-based activities designed to promote student wellness. Nutrition education is supported in expanded learning programs through partnerships with [UC Cooperative Extension Contra Costa County](#), [18 Reasons](#), and [Growing Together Project](#).

Through a partnership with [UC Cooperative Extension Contra Costa County](#), EXLO offers a nutrition and cooking training series designed to build capacity in our program staff. Program staff are trained on the Cooking Academy curriculum whose goal is to inspire and create action in student "chefs" by allowing them to engage actively with food, practice basic culinary techniques, and complete and eat healthy

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

recipes from start to finish with guided supervision. The program aims to empower “chefs” to cook and eat healthy foods at home, thereby inspiring their friends and family members to do the same.

[18 Reasons](#), another non profit organization that partners with expanded learning programs, brings volunteers into programs to teach students “food skills” through cooking which will not only help them make informed choices about what to eat but also how to make either own healthy meals.

[Growing Together Project](#) is a local nonprofit organization working towards improving the health and sustainability of our communities by greening schoolyards, providing hands-on youth environmental education, planting trees, and increasing fresh food access. Through our partnership over the last few years we have been able to bring school gardens, garden programming, and outdoor classroom spaces to over 24 of our after school programs. In recent years Growing Together has been able to deepen their impact by expanding into teaching students about cooking and nutrition from the produce from their school garden.

Beyond developing students skills in nutrition all programs offer daily non-competitive structured physical activity. Through a partnership with [Playworks](#), our programs provide the opportunity to make daily physical activity accessible and engaging for every student. This supports all youth in our programs to discover the many benefits of physical activity and healthy choices. Healthy habits also develop from team sports where students have the opportunity to develop mastery in focused physical activities that promote strong interpersonal skills.

A newer partnership with [Kassirer Sports](#) has allowed us to bring in coaches to introduce students to team sports including pickleball, basketball, volleyball, and flag football. Many students who do not participate in their school’s competitive sports teams have an opportunity to learn and practice skills in a safe and non competitive environment. [America SCORES](#) is another program partner we work closely with on structured physical activity. A local nonprofit dedicated to getting youth from under-resourced communities physically active, they teach students soccer skills and host non-competitive games between schools.

The EXLO partners with Kassirer Sports, Cal Athletics, and other local nonprofits to host After School and Saturday Field Days in the Spring. These field day events are an opportunity to expose students to new sports, show students how to use the skills they've learned in their physical education classes, and have fun. These events allow expanded learning programs to show students, their host school, and the entire community the importance of physical activity in young people's health and wellbeing. These events started as a partnership with the City of San Pablo as part of an Obesity Prevention grant and have expanded to school sites in the City of Richmond. While after school Field Days are only open to enrolled program participants from the host school the Saturday Field Days are open to any enrolled TK-6th grade student.

Every student who participates in expanded learning receives a nutritious supper provided by the District’s Nutrition Services Department and funded through The Child and Adult Care Food Program.

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

These suppers meet specific nutrition requirements (permissible food items, their content and preparation) in California Education Code (EC) Section 49431 as well as federal standards. The image below is a screenshot of the [District's supper menu for October 30th through November 3, 2023](#).

SUPPER		NOVEMBER 2023				< OCTOBER	DECEMBER >	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY				
30	31	1	2	3				
Chavez Elementary	Chavez Elementary	Chavez Elementary	Chavez Elementary	Chavez Elementary				
ENTREE Sandwich, Turkey & Cheese Wedge - Michael's - Bestwa each Two Cheese-Mozarella Wedge Sandwich each	ENTREE Roast Beef, Cheese & Lettuce Croissant sandwich Sliced Veggies w/ Garlic Spread & Lettuce Croissant each	ENTREE Sandwich, Ham & Cheese Traingle 4.5 oz Michael's each Two Cheese-Mozarella Wedge Sandwich each	ENTREE Chicken Lavash Wrap w/ Lettuce and Cheese each Sesame Plant Based Lavash Wrap w/ Lettuce each	ENTREE Roast Beef, Cheese & Lettuce Sub sandwich Italian Plant-based "Deli Slices" w/ Cheese & Lett sandwich				
FRUIT Strawberries each	FRUIT Organic Blackberries each Fresh Fruit - Assorted (SUPR) each	FRUIT Apple Slices (W 100ct/2 oz ORGANIC) each	FRUIT Strawberries each	FRUIT Grapes each				
GRAINS Sun Chips - Harvest Cheddar each	MILK Lowfat 1% Milk each Original Soy Milk each	MILK Lowfat 1% Milk each Original Soy Milk each	MILK Lowfat 1% Milk each Original Soy Milk each	MILK Lowfat 1% Milk each Original Soy Milk each				
VEGETABLES Baby Carrots & Tomatoes each		VEGETABLES Caesar Salad serving	SALAD Cucumber Salad (0.13) cup	VEGETABLES Mixed Green Salad w/ Tomato & Cheese serving				

Expanded Learning supper is structured into the daily program schedule which is shared with families. During 9 hour non-school day programming Nutrition Services provides participating students with nutritious breakfast, lunch, and supper.

Students and families at Title I elementary school sites are also able to access up to 5 pounds per week of fresh produce through a generous collaboration with the Food Bank of Contra Costa and Solano County. This program is coordinated at the school site level by the expanded learning coordinator who works closely with the school's School Community Outreach Worker and Community School Director to ensure families are aware of the delivery dates and pick up hours. During the 2022-2023 SY the Food bank provided WCCUSD families with over 518,942 lbs of free produce.

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.

Expanded learning programs are open to all students at no cost to unduplicated TK-6th grade families. District expanded learning programs serve a diverse group of students. Based on current enrollment data, the majority of program participants 69% were Latinx, followed by African American 17%. Asian, including Filipino, and Pacific Islander students comprised 15%, ELLs 41%, and White students accounted for 5% of program participants. The table below shows the 2022-2023 SY data comparing the demographics of expanded learning program participants to that of the District's overall enrollment:

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

	District	After School
Enrollment	29,672	5,921
ELLs	32%	41%
African American	12%	17%
American Indian/ Alaskan Native	0.2%	2%
Asian/Pacific Islander	15%	8%
Hispanic or Latino	58%	69%
White	9%	5%

District expanded learning staff reflect the student populations they serve as our lead agency partners hire directly from the local community. Agencies provide staff with training on culturally and linguistically responsive practices which has led to the cultivation of meaningful relationships with students through shared life experiences and community values.

In order to support ongoing access and participation in our expanded learning programs, the District's Expanded Learning Office disseminates extensive information to the community about our programs, such as locations including their address, program policies, program activities, enrollment policies, and what the evaluation data shows us about program impact. In order to support students with IEPs who require 1:1 support we work closely with school sites and the District's Human Resource Department to identify District aides who can support students to access programs. EXLO's commitment to access, diversity, and equity is explicitly stated in outreach materials.

The expanded learning application explicitly identifies students with enrollment priority: McKinney-Vento, foster, newcomers and unduplicated students receive priority enrollment. Information about expanded learning programs are shared with the local community through site-level Coffee Clubs hosted by School Community Outreach Workers (SCOWs) and by Community School Directors (CSDs). Additional information about the expanded learning programs is available through the Student and Parent Handbook and on the District's website. All materials and presentations are provided in English, Spanish, and other home languages.

Each program's Site Coordinator disseminates program information to the community in an accessible manner using both school social media and through participation in school wide events such as *Back to School Night*, *Open House*, *Program Orientation and Registration*, and Winter and Spring culminating events. These culminating events provide participating students the opportunity to showcase what they have mastered through participation in the program, which in turn highlights the impact of program activities and goals for all stakeholders.

An effective strategy for ensuring diverse participation is through on-going personal interaction with parents and guardians. The staff educates teachers, principals, School Community Outreach Workers (SCOWs), and Community School Directors (CSDs) about the benefits of program participation so they

can refer students and families who will benefit from program services. While the District's expanded learning programs are considered Tier 1 programs, our programs inevitably serve students with Tier 2 academic and/or socio-and emotional needs as part of a larger array of a student's support. At most sites the Site Coordinator serves as a member of the school's Multi-Tier System of Supports' (MTSS) Coordination, Assessment, Response Teams ("CARE Teams"), and is able to identify students who would benefit from participation in program.

When the Expanded Learning Office migrated the After School Application onto their child's Powerschool Parent Portal we realized that a majority of our families did not have the necessary technology skills to navigate the application. EXLO trained site based yard supervisors and School Community Outreach Workers (SCOWs) to walk families through the application. Through coordination between the individual expanded learning programs and EXLO we are able to deploy yard supervisors and SCOWs to schoolwide family events where they can support families with completing the application.

Some of our Tier I elementary expanded learning programs are located at school sites which also host District [Mafanikio programs](#). EXLO partners with OAASA and has provided ELO-P funding for academic and enrichment providers. At expanded learning sites with the Mafanikio Program, the expanded learning Site Coordinator works closely with the Mafanikio Coordinator to ensure that students who are enrolled in both programs have a seamless experience. The expanded learning Site Coordinator also takes responsibility for much of the operational and logistical support to the Mafanikio Program, including ensuring that program participants are receiving District supper and supervised after the Mafanikio Program ends.

The District has also partnered with Special Education to provide enhanced programming for elementary students enrolled in the [Comprehensive Coordinated Early Intervening Services \(CCEIS\) program](#). In the 2022-2023 SY Special Education provided half day summer programming for participating students. EXLO was able to use ELO-P funding to enhance the base CCEIS program by providing additional afternoon enrichments and extending adult supervision.

Finally, District expanded learning programs create an environment that promotes diversity and provides opportunities to celebrate students' cultural and unique backgrounds not only through diverse staff hiring practices, ongoing communication with families, partnerships with other District programs, and also through activities offered. Through our collaborative partnerships with Bay Area Creatives (BAC) and the Richmond Art Center (RAC) visual and performing arts enrichment activities intentionally provide opportunities to celebrate students' cultural and unique backgrounds. These visual and performing Arts give voice to students, uniting those from diverse backgrounds around a common experience. The activities are designed to promote self-discovery and expression through the arts, artistic skills development, and valuable life skills in critical thinking, problem solving, communication and collaboration.

7—Quality Staff

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

The Expanded Learning Office and our lead agency partners recognize the positive impact of hiring program staff who reflect the diverse backgrounds and experiences of our students and communities. When students and families see themselves reflected in the program staff, they are more likely to feel emotionally and physically safe, develop an increased sense of belonging in the program, and strongly identify with the program offerings.

Expanded learning programs are staffed by lead agency and specialty service provider partners. As part of the hiring process, partners look at a candidate's experience, knowledge and interests. These are carefully considered prior to placement at a site to ensure students have a safe and supportive learning environment where they can interact and engage in meaningful activities. The interests and hobbies of program staff are utilized to create enrichment classes. Candidates who directly supervise students must hold at least 48 college semester units or have passed the Instructional Aide exam. Staff must also pass the CA DOJ and FBI background clearance and TB screening in order to be hired.

Expanded learning programs share a staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. Shared features include a Site Coordinator, Agency Director, Lead Teacher, and Program Staff. Their duties are outlined below:

- The **Site Coordinator** is employed by the lead agency partner and responsible for the day-to-day operations of the program. Primary responsibilities also include establishing and maintaining relationships with school administrators, faculty, students' families, and the staff of partnering organizations who are providing services to the program; staff training and supervision; and the overall coordination of the program. Site Coordinators are generally largely full time employees and are not considered as part of the program's overall ratio.
- **Lead Teachers** are certificated teachers who promote integration with the school day through aligning expanded learning activities with school day priorities, support with pulling student data, conducting classroom observations, and providing professional development for program staff. Lead teachers are identified by site administrators and meet regularly with the program's Site Coordinator.
- **Program staff** provide direct service to students enrolled in the programs. They are responsible for leading activities and ensuring that youth are safe and supervised during program hours. These positions are part-time, school-year, hourly jobs that are filled by college students and community members.
- **Agency Directors** are employed by the lead agency partner and directly supervise the Site Coordinators in her/his/their assigned portfolio. EXLO meets regularly with agency directors to preview upcoming deliverables and to build capacity. Agency Directors work closely with the District's Expanded Learning After School Managers.

EXLO provides year-round professional development for expanded learning programs to support the implementation of compliant, high quality programming. Professional development is designed to

support staff in their unique role. School year professional development to support after school programming begins at August Institute, a multi-day training for Site Coordinators and Agency Directors, designed to cover District safety protocols, operational procedures (Cityspan, Custodial, and Nutrition Services), and introduce priority initiatives for the school year.

During the school year EXLO offers multiple trainings to support Site Coordinators including monthly Site Coordinator Meetings which focus on ongoing District initiatives and building capacity around the SEL PQA tool; project management of the Continuous Quality Improvement (CQI) Process; staff supervision and coaching; PBIS to support alignment of program behavior supports with that of the core instructional day; and leadership development.

Program staff receive monthly professional development during the school year from EXLO in the various Youth Methods which directly align to the items that make up the SEL PQA. Additionally EXLO provides ongoing training to support the core expanded learning program pillars. These trainings are facilitated by either EXLO staff or external partners to support specific curriculum: Building Intentional Communities (SEL curriculum); Teaching Strategies (TK and Kinder curriculum); Reading with Relevance to support the implementation of book clubs; the STEM community of practice (to support STEM programming); Cooking and Nutrition training by UC Cooperative; and Playworks.

The Expanded Learning Office also provides professional development to support Winter/Spring Break Camp and Summer. Every lead agency partner participates in an orientation with the expanded learning office that covers District safety protocols and operational procedures covering Cityspan attendance, Custodial, and Nutrition Services. While EXLO does not provide professional development for program staff for winter/spring break camp, we do provide a 3-day training series for summer program partners that includes training on the Building Intentional Communities and Playworks curriculum.

It is important to note that there is high turnover in expanded learning staff from year-to-year. This can be directly attributed to low pay and the parttime nature of the work. The realities of high staff attrition in the expanded learning workforce has real material implications for maintaining consistency in program quality. For this reason the Expanded Learning Office has worked with lead agency partners to use ELO-P funding to raise hourly rates. The adoption of a program quality tool and program pillars has standardized expectations but the reality is that professional development must be repeated annually to ensure improvement in program quality.

8—Clear Vision, Mission, and Purpose

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

West Contra Costa Unified is the second-largest school district in Contra Costa County, serving 29,672 K-12 students and their families. To assess the needs and strengths of the communities we serve, the District conducted an analysis of student demographic, attendance and academic data. As part of our continuous quality improvement process the Expanded Learning Office takes sites through a process of

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

reviewing site level data from the Expanded Learning Office's external evaluation which includes survey data from families and students. Ongoing local program evaluation provides valuable information and feedback to program administrators, staff, and community partners as we strive to improve the quality of our programs. Evaluation involves tracking baseline and follow-up indicators for participants to identify correlations between participation in the program and changes in these areas, data is discussed and analyzed at regular site staff meetings. All of this has informed our mission and purpose.

Our program mission is to provide the students we serve (1) high quality programming, as measured by the CQI process; (2) strong relationships with caring adult staff, as measured by our youth and family survey data; (3) increased program utilization by unduplicated students, as measured by our Cityspan data which tracks individual student enrollment and participation; (4) increasing the reclassification rates of our ELs/MLs which is tracked in partnership with the ELMA Office; (5) deepening the connections between expanded learning programs and their school site's Community Schools work as measured by an external evaluator, Public Profit.

The infusion of ELO-P funding has allowed the EXLO to expand our work to add the following priorities:

1. Increase opportunities, access, and utilization of expanded learning programs (after school programming, Saturday programming, and intersession/summer);
2. Partner with school sites, other District departments, and CBO partners to provide unduplicated TK-6th grade youth and families with full-day summer program options;
3. Support youth transitions between elementary and middle school

All returning and new families have an opportunity to learn about their program's mission, vision, and goals through an on-site family orientation facilitated by the Site Coordinator. During the orientation, families gain knowledge about important program policies and procedures while engaging with the program line staff who are responsible for the implementation of program activities. Throughout the school year, the program holds at least three family night events which provide an opportunity for students to showcase mastery of the program's offered activities. Additionally, the family nights create an opportunity for program staff to share outcome data and progress towards program goals.

The expansion of Community Schools funding in WCCUSD has created a renewed opportunity to build relationships both centrally across District departments and at the site level. Centrally, staff from the Expanded Learning Office participate in the District-wide Community Schools Collaborative Group which allows us to align our work at the program level. EXLO staff also works closely with the Community Engagement Department who convene and support site-level District School Community Outreach Workers (SCOW) and Community School Directors (CSD). At the school-site level Site Coordinators participate on their school's Culture and Climate/PBIS Team in addition to the COS Team with their SCOW and CSD. This allows the Site Coordinators to share information about upcoming expanded learning events and opportunities as well as share program data. Site Coordinators are also required to meet regularly with their site administrators and their Lead Teacher to provide updated student rosters, share start dates for new specialty providers, and review program goals and data.

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

Centrally, the Expanded Learning Office works closely with our expanded learning lead agency partners who include Bay Area Community Resources (BACR), Love.Learn.Success (LLS), and the YMCA of the East Bay. EXLO hosts regular meetings with our lead agency partners to review and discuss program goals, data, and professional development priorities for Site Coordinators and other program staff. As part of our partnership with our 21CCLC Co-Applicant, the West Contra Costa Public Education Fund, we collaboratively convene our specialty enrichment providers including smaller youth serving nonprofits operating in the West Counties to provide updates on District priorities and share data and program practices.

EXLO has prioritized its outreach and engagement with families in order to make information about District expanded learning more accessible. We take programs through a formal process of reviewing their family (and youth) survey data and provide TA and support to programs in order to address their survey data. Additionally, we are working with Communications to revise our District webpage to increase accessibility for families who are interested in learning more about programming at their child's school site. We are also working with our external evaluator to make our program-level expanded learning data more "family-friendly" and accessible to families. As part of some larger changes from the District's Communications Office, WCCUSD had adopted ParentSquare as its primary platform to communicate with families. We have worked closely with Communications to create targeted parent groups at each of our sites receiving ELO-P funding that allows us to connect to families directly.

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.

Expanded learning programs operate in partnership with youth serving community based organizations we refer to as "lead agency" partners. These community based organizations work in close partnership with the Expanded Learning Office and the school community to design and implement high quality programs for students. The community based organizations are responsible for hiring, supervising, and training program staff, ensuring programs operate in compliance with the District and grant requirements, leveraging additional grant dollars and in-kind resources, alignment of the program services to school site and district goals, and participating in the evaluation process and continuous cycle of quality improvement. Our primary lead agency partners are Bay Area Community Resources (BACR), Love. Learn. Success (LLS), and the YMCA of the East Bay:

- Bay Area Community Resources (BACR) has a 40 year history of successful program development and management. It currently runs 90 school-based Expanded Learning Programs in inner city schools in Oakland, San Francisco, Richmond, and other Bay Area communities, serving more than 10,000 students daily. BACR currently manages programs at multiple WCCUSD sites throughout the school year and summer.
- For over 100 years, the West Contra Costa YMCA has been a leader in providing quality programs to children and families in the community. The YMCA works to strengthen the foundation of community through three areas of focus, youth development, healthy living, and social

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

responsibility. The YMCA currently manages programs at multiple WCCUSD sites throughout the school year.

- Love. Learn. Success (LLS) is a 501(c)(3) non-profit organization committed to providing the highest quality after school programming to schools in California. Partnering with schools, LLS offers academically enriched and engaging after school experiences for all students.

The relationships between the District and stakeholders are formalized and articulated through our Master Agreement and Exhibit B documents. The Master Agreement outlines the contractual roles and responsibilities of each agency. The relationships with community based organizations are maintained through ongoing systems of communication and meetings. The WCCUSD Expanded Learning Office facilitates regular partner meetings with the management team of partnering organizations to discuss participation, compliance, program goals, and areas of growth based on evaluation.

In addition we have collaborative partnerships with smaller providers who provide specialty programming. The list of our collaborative partners includes Growing Together Project, America SCORES, Bay Area Creatives (BAC), Richmond Art Center (RAC), Scientific Adventures for Girls, University of California San Francisco's Center for Science Education and Outreach, and UC Cooperative, Contra Costa County.

In an effort to maintain continuous and intentional partnerships, the Expanded Learning Office meets regularly with collaborative partners in order to ensure ongoing communication and sharing of resources. The Expanded Learning Office provides annual program evaluation results to external stakeholders during these meetings. Evaluation results are a cornerstone of sustainability efforts, providing concrete evidence of the value and importance of investing in the District's Expanded Learning Programs to funders and key stakeholders.

Additionally, the Expanded Learning Office in partnership with the West Contra Costa Ed Fund to facilitate regular collaborative meetings with local youth development stakeholders to inform and coordinate services and efforts across the expanded learning programs in the District. The goal of the collaborative meeting is to share the program mission, vision, goals, and program outcome data. The quarterly collaborative meeting provides an opportunity for all stakeholders to be engaged in the creation of the mission, vision, and goals.

To engage those most impacted by the District's expanded learning programs, students and their parents, the Expanded Learning Office collects feedback on an annual basis through student and parent surveys. Students who attend the program on a regular basis, are asked to respond to the student survey, contributing their opinion about program quality. Parents/guardians of students in all grades are also asked to respond to a parent survey. The surveys are available in English, Spanish, and other home languages for both youth and parents. The survey feedback from students and their parents is reflected in the annual program planning process which informs the program's mission, vision, and goals.

To ensure a seamless and integrated partnership between the program and the instructional day, the Expanded Learning Office has developed systems to maintain ongoing collaboration between partners, program staff, and the instructional day staff. While the school day is primarily responsible for teaching

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

and supporting academics, expanded learning programs are a key partner in promoting shared positive outcomes for students and families. The District's expanded learning programs supports students' success by aligning goals and reinforcing culture and key concepts taught during the instructional day.

At the school site level the Expanded Learning site leadership team, consisting of the Site Coordinator, Lead Teacher, and Principal, co-create a program plan that utilizes data specific to the school community. The program plan identifies key activities that will be implemented to meet program goals. Lead Teachers are certificated teachers who promote integration with the school day through aligning activities with the school site goals, providing professional development for staff, and facilitating ongoing communication between the program and the instructional day.

In the fall, the Site Coordinator and the Lead Teacher review student academic data to prioritize students for enrollment in the program. Throughout the year the Lead Teachers and EXLO staff observe after school classrooms and provide feedback to the program. The Site Coordinator regularly shares attendance and program quality data with the expanded learning leadership team at the site. Each February the Site Coordinator shares the Quality Action Plan (QAP) which outlines the program's two quality goals for the remainder of the school year.

Centrally, the Expanded Learning Office works in close collaboration with our colleagues in the Department of Family and Community Engagement to onboard community partners, increase family engagement, and to align with the District's Community Schools initiative. Leadership from each department meet on a monthly basis to review data, discuss program impact, and areas of growth. The Community Engagement Department directs the District's volunteer process which places family and community volunteers at program sites throughout the District. The Community Engagement Department leads the District's Community Schools initiative. At the core of this initiative is the Coordination of Services Team (COST) which meets on a weekly basis to review student referrals for academic, health, and social services. Participation in the weekly COST meeting provides a formal structure for the Expanded Learning Coordinator to connect program participants and their families to on-site and community based services and collaborate with internal and external stakeholders.

The Expanded Learning Office collaborates with the District's College and Career, English Language Arts, ELMA, and Visual and Performing Arts Departments to align program goals and activities with the District wide goals for student achievement and engagement. The Expanded Learning Office regularly meets with the staff from each of these departments to coordinate a seamless and integrated partnership between the instructional day and the Expanded Learning Program.

The collaboration between the Expanded Learning Office and the District's Maintenance and Operations Department establishes the foundation for a safe and supportive environment. Each site is maintained by WCCUSD Maintenance and Operations Department who provides an annual in-kind contribution of custodial support, facility use, and maintenance valued at \$1.5M. At the start of every school year, the Operations Supervisor facilitates an informational meeting with the Expanded Learning Site Coordinators to review procedures and policies and systems for ongoing communication.

The District recognizes that in order for students to learn and thrive, their basic needs must be met. Each day throughout the school year and summer, all participating students will receive a free nutritional hot supper provided by the Nutrition Services Department, funded through The Child and Adult Care Food Program. With 90% of students at the school sites included in this application qualify for Free or Reduced Price Meals, ensuring participants eat an additional nutritious meal each day is a huge benefit to students and families.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The theory of action that guides the work of the District's Expanded Learning Office (EXLO) is that regular attendance in high quality expanded learning programs results in increased student engagement in school and positive adult outcomes. This theory of action is grounded in decades of research which show that students who regularly participate in high quality expanded learning programs are more likely to demonstrate the following:

- **Improved Academic Performance:** Regular participation in high-quality after-school programs is linked to significant gains in standardized test scores. These programs often provide additional academic support, homework assistance, and enrichment activities that contribute to enhanced learning outcomes.
- **Enhanced Work Habits:** Students who participate in high-quality after-school programs tend to develop positive work habits. The structured and supportive environment of these programs helps cultivate skills such as time management, organization, and perseverance, contributing to improved academic performance.
- **Increased Social and Emotional Development:** High-quality after-school programs often focus on fostering social and emotional skills. Students who attend these programs may experience improvements in areas such as communication, teamwork, conflict resolution, and self-confidence.
- **Positive Adult Outcomes:** Participation in high-quality after-school programs has been associated with positive long-term outcomes in adulthood. These may include higher rates of high school graduation, increased college enrollment, and greater success in the workforce.
- **Increased Engagement in Learning:** Students attending high-quality after-school programs often exhibit higher levels of engagement in learning. The varied and stimulating activities provided in these programs contribute to a more positive attitude towards education.

In order to support program quality across expanded learning programs the Expanded Learning Office has adopted the SEL Program Quality Assessment Tool (SEL PQA). This tool is used to assess the quality of our expanded learning programs, identify staff training needs, and measure program improvement over time.

The SEL PQA serves as the cornerstone of the expanded learning continuous quality improvement (CQI) process which includes three stages: assessment of program quality data, using program data to make improvement plans, and addressing improvement plans through training, coaching, and technical assistance. The image below represents WCCUSD's expanded learning CQI process:



The CQI process includes program wide observations using the SEL PQA at three points of the school year: a Fall external site visit by the Expanded Learning Office, a Winter [Self-Assessment](#) conducted by the program, and a final Spring external site visit by the Expanded Learning Office. The data from the external site visits and self assessment are based on observations from *at least* three different classes which are then compiled into a formal SEL PQA [Site Visit Write Up](#) that includes the scoring of the tool based on observational evidence.

Each February, the Expanded Learning Office takes expanded learning programs through a Planning with Data Workshop where programs, armed with their quality data from the Fall site visit and the January Self-Assessment, complete a [Quality Action Plan](#) which is reviewed by EXLO and site admin.

Throughout the school year the Expanded Learning Office provides monthly SEL PQA aligned trainings which allows programs to continuously address quality improvement in real time. The EXLO Coordinator and 2 of the 3 Program Managers are certified Youth Methods trainers. With EXLO's transition to the SEL PQA all program staff and the coordinator will need to be trained to deliver the SEL Youth Methods trainings.

The District's Expanded Learning Office supports site coordinators to implement the continuous quality improvement process through our monthly site coordinator meetings where we focus on building the coordinator's capacity to project manage the [self-assessment process](#), build capacity in their own site staff around the PQA, and to use their data to initiate improvements.

Youth and parent survey data is collected at three points in the school year. For District after school programs the youth and parents surveys are administered in Winter and again in late Spring. For Winter/Spring Break and Summer programs the survey data is collected at the end of each program.

The Expanded Learning Office also partners with an external evaluation firm who is responsible for pulling attendance data from our attendance platform, Cityspan, and coordinating with the District Research and Assessment Office to collect student demographic school day attendance and academic data. Each expanded learning program receives a Program Profile that includes student demographic

information, attendance data, program quality data, and youth and parent survey data. EXLO works with lead agency partners to review the data and make decisions about future programming.

11—Program Management

Describe the plan for program management.

The Expanded Learning Office manages all administrative, fiscal, and required program design, compliance, quality improvement process, and evaluation functions. For more than a decade, the District has successfully operated expanded learning programs as the primary grantee or in partnership with local community based organizations. The Expanded Learning Office has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

The Expanded Learning Office works closely with Business Services to ensure strong fiscal management systems to ensure all grant expenditures are in compliance with ASES guidelines. On an annual basis the Site Coordinator, Lead Teacher, and Principal collaboratively complete a program plan that will be implemented the following school year. The partnering community-based organizations submit a detailed line item budget aligned to the program plan to the Expanded Learning Office before entering into a contract for services. Community based partners then submit monthly invoices for services rendered at each school site. The Expanded Learning Office reviews each invoice along with supporting documentation before they are processed for payment.

The Expanded Learning Office has a small staff consisting of a Coordinator, three Program Managers who support a portfolio of sites by Network, an Operations Lead, and a Student Support Supervisor. Each member plays an important role in supporting both the quality, compliance, and sustainability of year round expanded learning programs across the District.

The Expanded Learning Office facilitates regular partner meetings with the management team of each partnering organization to discuss program compliance, program goals, impact on students, and areas of growth based on program evaluation. In addition to meeting with the management team of each partnering organization, the Expanded Learning Office meets with the Site Coordinators and Group Leaders on a monthly basis to review program quality standards and program implementation at the 28 sites across the District.

The Expanded Learning Office is available to Site Coordinators and partners Monday through Friday from 9:00 AM to 6:00 PM to provide guidance, support and technical assistance throughout the school year, Winter/Spring Break, and summer programming. The office communicates with partners and program staff through regular communications wherein we highlight quality program practices, opportunities for professional development, program outcome reports, information about available resources in the community, as well as a calendar of upcoming events and important dates.

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

The Expanded Learning Office contracts with community based organizations that have expertise in youth development and out of school time programming to operate our 36 after school programs. These community based organizations work in close partnership with the Expanded Learning Office and the school community to design and implement high quality programs for participating students. The community based organizations are responsible for the following: hiring, supervising, and training program staff ensuring programs operate in compliance with the District and grant requirements, leveraging additional grant dollars and in-kind resources, aligning program services to school site and district goals, and participating in the evaluation process and continuous cycle of quality improvement.

All partnering community based organizations have a designated Program Director who is responsible for ensuring grant compliance and the implementation of high quality programming. Program Directors provide training focused on curriculum development, classroom management, emergency procedures and policies, and various youth development strategies. The Program Directors regularly visit site based programs to participate in one on one coaching and monitoring of progress towards program goals. The Program Directors engage in ongoing communication with the WCCUSD Expanded Learning Office regarding program implementation and progress towards program goals.

Each school has a Site Coordinator employed by our community based partners. Working from 10:30 am to 6:30 pm daily, Site Coordinators manage the program's day-to-day operation (scheduling, purchasing of materials and supplies, room use, check-in/out, snack, student supervision and behavior, classroom observation and discretionary expenditures). The Site Coordinator will supervise and train Program Staff and volunteers, schedule and coordinate outside service providers, and coordinate and facilitate family engagement activities. The Site Coordinator maintains attendance and activity tracking in the CitySpan, a web-based data system, and collects other student data for program compliance reporting and evaluation. The Site Coordinator communicates regularly with the principal, teachers, school custodian, and participants' families through in person conversations and phone calls.

Program staff are the programs' frontline staff who provide direct services to students enrolled in the programs. They are responsible for leading activities and ensuring that our students are safe and supervised during program hours. Program staff positions are part-time, school-year, hourly jobs that are often filled by college-age students and community members. Program staff participate in monthly professional development opportunities facilitated by the WCCUSD Expanded Learning Office and their hiring agency.

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

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The Expanded Learning Office partners with youth serving nonprofit organizations referred to as “lead agencies” to provide expanded learning programming at 36 ASES, 21CCLC, ELO-P, and ASSETs-funded sites for 180 days of the school year. The majority of the District’s 28 elementary and K-8 after school programs are located at Title I schools and are dual funded through both ASES and ELO-P. These funds are contracted to lead agency partners with the intention of providing a single comprehensive after school program for enrolled TK-6th grade students.

Through ELO-P funding the District has been able to provide after school programming at non Title I elementary schools that have identified at least 60 TK-6th grade unduplicated families who have expressed interest in an onsite after school program have been matched with a lead agency partner. Currently Harding, Shannon, Stewart, Valley View, West County Mandarin elementary schools have ELO-P funded after school programs.

EXLO is able to enhance school year base programming at all ASES and ELO-P funded elementary sites by bringing in specialty enrichment providers aligned to our program pillars. The presence of these specialty providers provide our students access to high quality boutique enrichment programming and support the reduction of staff to student ratios.

EXLO does not distinguish between ASES, 21CCLC, and ELO-P funded elementary after school programs; they are held to the same requirements and deliverables as outlined in the District’s [Lead Agency Exhibit B](#) contract. All EXLO funded after school programs are required to hold a comprehensive planning process with the site’s expanded learning leadership team that culminates in the completion of an [Expanded Learning TK-8th grade Expanded Learning Program Plan](#) and comprehensive program budget which is reviewed and approved by the site administrator.

The onset of ELO-P funding has allowed the Expanded Learning Office to expand programming to non-school days including Saturday, Spring/Winter Break, and Summer programming. Saturday program days are generally operated at a hub site for TK-6th grade unduplicated students enrolled in District after school programs (for District TK-6th grade students who are not already enrolled in their site’s expanded learning program there are District staff onsite to support families to enroll their students). Saturday program days have included themed events such as Sports Days, Outdoor Education, and Heath and Wellness.

Spring/Winter Break and Summer programming can vary between augmenting a half day academic program with enrichment (e.g. summer school + afternoon enrichment) or a full 9-hour day “camp” experience provided by a lead agency at a hub site. Given the length of District summer programming (19-30 days), summer program partners are required to submit a [TK-6th grade Summer Program Plan](#) along with a completed budget template.

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?

District TK and Kindergarten expanded learning programs are staffed by lead agency partners who actively recruit staff through a variety of outlets including postings on various job boards and active recruitment at local colleges and universities. TK and Kinder expanded learning programs are staffed at a ratio of 1:10. In the event of staff illness the lead agency partner is able to reach out to the Expanded Learning Office and request a District sub to be deployed.

The Expanded Learning Office has purchased TK and Kinder curriculum and ongoing professional development through [Teaching Strategies](#). The TK curriculum is hands-on and play-based and aligned to CA Preschool Learning Foundations. The Kinder curriculum is research based and designed to support students to think critically and problem solve. The scripted daily activities include a combination of social and emotional learning, literacy, and lots of play.

Priority enrollment is afforded to unduplicated TK and Kinder students. If there are any additional available slots these will be filled based on the enrollment priority list. Given the range of individual needs of our families, TK and Kinder students have flexibility in the number of hours of participation.

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.

The Expanded Learning Office collects the daily bell schedules for all District elementary schools that offer an onsite school base after school program along with weekly program schedules from lead agency partners. This allows EXLO to ensure that all sites operating with ELO-P funding are meeting the 9 hours per day of programming (instructional day plus ELO-P or other supports).

Below is the Bell Schedule for Bayview Elementary School for the 2023-2024 SY and the weekly expanded learning schedule:



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

BAYVIEW ELEMENTARY SCHOOL

3001-16TH STREET

SAN PABLO, CALIFORNIA 94806

TEL. (510) 231-1401 FAX (510) 215-6681

Theresa Williams, Principal Cheng Saechao Vice Principal

Bell Schedule Kindergarten/Transitional Kindergarten

8:30 am Start Time/Hora de Inicia
<u>Morning Recess/Recreo 9:30 - 9:50 am</u>
11:00 - 11:20am Lunch/Almuerzo Recess/Recreo
11:20 - 11:40am Recess/Recreo
2:20 Dismissal/Hora de Salida Wednesdays: Dismissal at 1:45pm

Grades 1 - 3

8:30 am Start Time/Hora de Inicia
<u>10:00 - 10:20 am - Morning Recess/Recreo</u>
1st - 2nd - Cafeteria - 10:00 - 10:10 - Recess Lower Playground 10:10 - 10:20 3rd - Lower playground 10:00 - 10:10 Cafeteria 10:10 - 10:20
12:10 - 12:30 pm Lunch/Almuerzo
1st - 2nd 11:50 - 12:10 pm Lunch 12:10 - 12:30 Recess/Recreo 3rd - 11:50 - 12:10 Recess 12:10 - 12:30 Lunch
Grades 1st - 3rd 2:20 pm Dismissal/Hora de Salida Wednesdays: Dismissal at 1:45pm
<u>Noon Dismissal End Of The Year</u>
Recess: Tk/K 9:00 - 9:20 Recess: 1st/2nd/3rd - 9:25 - 9:45 1st/2nd cafeteria first - 3rd plays first
Lunch: TK/K 10:30 - 10:50 1st/2nd/3rd - 10:55 - 10:20 Dismissal 12:00

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan



Grades 4 - 6

8:30 am Start Time/Hora de Inicio	
10:30 - 10:50 Morning Recess/Recreo	
10:30 - 10:40 - 4th/5th grade - Cafeteria	6th grade - Recess/Recreo
10:40 - 10:50 - 6th grade - Cafeteria	5th grade - Recess/Recreo
12:30 - 12:50 - 4th/5th - Lunch/Almuerzo	6th - Recess/Recreo
12:50 - 1:10 - 6th grade - Lunch/Almuerzo	4th/5th - Recess/Recreo
2:40 Dismissal/HoradeSalida - Wednesdays:Dismissal/HoradeSalida/ 2:05	
Noon Dismissal End Of The Year Recess: 4th/5th/6th - 9:50 - 10:10 4th/5th - eat first 6th play first Lunch: 4th/5th/6th - 11:25 - 11:45 Dismissal - 12:00	

Bayview expanded learning weekly program schedule for 2023-2024 SY:

TK/Kinder After School Program Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
2:20-2:30 pm	Circle Time/Snack	Circle Time/Snack	1:00-1:30pm Circle Time/Snack	Circle Time/Snack	Circle Time/Snack
2:30-3:00 pm	BIC Activity	BIC Activity	1:30-2:30pm Play Date Wednesday 1 hour of sports and group games	BIC Activity	Physical Enrichment Group Sports/Games
3:00-4:00 pm	Teaching Strategies TK/Kinder Curriculum	Teaching Strategies TK/Kinder Curriculum	2:30-3:30pm STEAM Art Wednesdays	Teaching Strategies TK/Kinder Curriculum	Craft and Enrichment / Dance/ Music/ Art/STEAM
4:00-4:30 pm	Supper	Supper	3:30-4:00pm Story Time/ELA	Supper	Supper
4:30-5:00 pm	Physical Enrichment (Group Game)	Physical Enrichment (Group Game)	4:00-4:30pm Supper	Physical Enrichment (Group Game)	Story Time/ELA
5:00-5:30 pm	Story Time/ELA Activity Stations	Story Time/ELA Activity Stations	4:30-5:00pm Activity Stations: Choice Stations	Story Time/ELA Activity Stations	Activity Stations
5:30-6:00 pm	Clean up/Reflection/ Dismissal	Clean up/Reflection/ Dismissal	5:00-5:30pm Mindful Minutes 5:30-6:00pm Clean Up/Dismissal	Clean up/Reflection/ Dismissal	Clean up/Reflection/ Dismissal

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

Bayview Elementary School After School Program Lower Grade Activity Schedule 2023-2024					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Activity	Activity	Activity	Activity	Activity
2:20-2:30	Lower Grade Check In Transition/ Bathroom	Lower Grade Check In Transition/ Bathroom	Time 1:45- 1:55 Lower Grade Check In Transition/ Bathroom	Lower Grade Check In Transition/ Bathroom	Lower Grade Check In Transition/ Bathroom
2:30- 3:30	Academic Activity/ homework- Reading strategies	Academic Activity/ homework- Reading strategies	Time 1:55-2:25 Academic activity/ homework- reading strategies	Academic Activity/ homework- Reading strategies	Academic Activity/ homework- Reading strategies
3:30-4:00	Supper/ restroom break	Supper/ restroom break	Time 2:25-3:00 Supper/ restroom break	Supper/ restroom break	Supper/ restroom break
4:00-4:20	Playworks	Playworks	Time 3:00- 4:30 Playworks	Playworks	Playworks
4:20-4:30	Transition- Restroom Break	Transition- Restroom Break	Time 4:30- 4:40 Transition/ restroom break	Transition- Restroom Break	Transition- Restroom Break
4:30- 5:30	Enrichment- Art	Enrichment-Cooking	Time 4:40-5:30 Enrichment- art	Enrichment- Cooking	Enrichment- Art
5:30- 5:45	Skill Building/ BIC	Skill Building/ BIC	Time 5:30- 5:45 Skill building/ BIC	Skill Building/ BIC	5:30-5:40 BIC- all grades 5:40-5:45 Acknowledgements/ certificates (Student of the week)
5:45-6:00	Check out	Check out	Time 5:45-6:00 Check out	Check out	Check out

Non-Wednesday Minimum Day Schedule									
	1:45-2:00	2:05-2:15	2:15-2:45	2:45-3:45	3:45-4:20	4:20-4:45	4:45-4:55	4:55-5:55	5:55-6:00
1 st -3 rd									Dismissal
4 th -6 th									Dismissal

Girlsart: Monday through Friday

- Kinder- 2:30-3:30pm
- 1st- 3:30-4:30pm
- 2nd- 4:30-5:30pm

Bayview Elementary School After School Program Upper Grade Activity Schedule 2023-2024					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Activity	Activity	Activity	Activity	Activity
2:40-2:50	Upper Grade Check In Transition/ Bathroom	Upper Grade Check In Transition/ Bathroom	Time 2:05- 2:15 Upper Grade Check In Transition/ Bathroom	Upper Grade Check In Transition/ Bathroom	Upper Grade Check In Transition/ Bathroom
2:50-3:20	Academic Activity- Homework	Academic activity/ Homework- Book club (4 th grade)	Time 2:15-2:45 RJ Circle	Academic activity/ Homework- Book club (5 th -6 th grade)	Academic activity/ Homework
3:20-3:40	Playworks	Playworks	Time 2:45- 3:25 Academic Activity/ Homework- Reading strategies	Playworks	Playworks
3:40- 4:15	Supper	Supper	Time 3:25- 4:00 Supper	Supper	Supper
4:15-5:15	Enrichment- Cooking	Enrichment - Art	Time 4:00-4:10 Transition- restroom break	Enrichment- Art	Enrichment - Cooking
5:15- 5:25	Transition- Restroom Break	Transition- Restroom Break	Time 4:10-5:10 Enrichment- Art	Transition- Restroom Break	Transition- Restroom Break
5:25- 5:40	Skill building/ BIC	4 th grade-Skill building/ BIC 5 th -6 th grade- Leaders of today	Time 5:10- 5:30 Playworks	4 th grade-Skill building/ BIC 5 th -6 th grade- Leaders of today	BIC- all grades
5:40-5:45	Reflection	Reflection	Time 5:30-5:45 Skill building/ BIC	Reflection	Acknowledgements/ Certificates (student of the week)
5:45-6:00	Check Out	Check Out	Check Out	Check Out	Check Out

Non-Wednesday Minimum Day Schedule									
	1:45-2:00	2:05-2:15	2:15-2:45	2:45-3:45	3:45-4:20	4:20-4:45	4:45-4:55	4:55-5:55	5:55-6:00
1 st -3 rd									Dismissal
4 th -6 th									Dismissal

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

Below is the daily program schedule for Freedom School, a 28 day summer program operated in partnership with the West Contra Costa Education Fund.

2023 Freedom School Daily Schedule			
LEVEL ONE		LEVEL TWO	
TIME	ACTIVITY	TIME	ACTIVITY
8-8:30am	Morning drop off	8-8:30am	Morning drop off
8:30-9am	Breakfast	8:30-9am	Breakfast
9-9:30am	Harambee	9-9:30am	Harambee
9:30-10:30am	IRC	9:30-11am	IRC
10:30-11am	Snack/Recess	11-11:30am	Snack/Recess
11-12:30pm	IRC	11:30-12:30pm	IRC
12:30-1pm	Lunch	12:30-12:50pm	DEAR
1-1:20pm	DEAR	12:50-1:20pm	Lunch
1:25-2:20pm	Afternoon Session 1	1:25-2:20pm	Afternoon Session 1
2:25-3:20pm	Afternoon Session 2	2:25-3:20pm	Afternoon Session 2
3:30-4pm	Classroom clean-up/Next day prep	3:30-4pm	Classroom clean-up/Next day prep
4-4:30pm	Afternoon Snack/DEAR	4-4:30pm	Afternoon Snack/DEAR
4:30-5pm	Dismissal/Pick-up	4:30-5pm	Dismissal/Pick-up

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.

WCCUSD Expanded Learning Opportunities Program (ELO-P) Plan

- (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 non-school days, 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):

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 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.