

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Westlake Charter School
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Westlake Charter School, Mabry
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

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experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqj.asp>.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Westlake Charter School's Before and After Explorer (BASE) program has been supporting students and families for quite some time. Westlake Charter School offers a wide-range of school programs including BASE and After-School Live (ASL), which includes clubs, athletics and enrichment. Our programs embrace the same Core Values and expectations our Explorers experience during their instructional day, which strives to provide students a consistent, safe, and inclusive environment. Combined, each of these aforementioned programs is part of our Expanded Learning Opportunities Program (ELO, ELO-P).

For more information on our BASE and ASL offerings, please visit the westlakecharter.com, or optionally, for families, the Westlake Weekly.

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.

ELO programs are available before and after school. The program offerings including access to enrichment activities, club/intramural sports, and BASE are meant to provide opportunities for students to experience active and engaged learning that supports and supplements the instructional day.

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3—Skill Building

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

Explorers who participate in any of our before or after school programs will benefit from learning skills, including, but not limited to team building, leadership, sportsmanship. In addition to these skills, it is our intent that students will develop and refine the ability to embrace inclusion, diversity, equity and cultural competency.

4—Youth Voice and Leadership

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

Explorers who participate in our before or after school programs will have opportunities to develop and engage in youth voice and leadership. Practices that help support this work may include: leading a club or activity, having voice and choice in an afterschool activity, engaging in the development or expression of our Core Values, or leading a team or athletic activity. Our before and after school program has a keen eye on providing supportive structures so students can grow in this area.

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5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

Explorers who participate in any of our before or after school programs will benefit from the behavior practices and protocols that are established and reinforced during the instructional day. These practices may include observing the same PBIS protocols, as well as classroom norms. Although healthy snacks are made available, meal services provided to students and families are largely provided by the Natomas Unified School District.

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.

Westlake Charter School's Strategic Plan specifically identifies the following Goal and supporting Actions:

Goal: WCS students will demonstrate social emotional and academic readiness as global citizens by embracing inclusion, diversity, cultural competency and equity.

1. WCS will create a definition of what it means to lead as a Global Citizen and apply this definition to the practices of the school.
2. WCS will be recognized for its Full Inclusion Model of learning.
3. WCS will create opportunities for students and staff to build relationships in an effort to learn from others around the globe.

Our ELO program follows the same Strategic Plan, where all students of all abilities are welcome.

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7—Quality Staff

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

ELO program staff are dedicated to their work and provided training opportunities to best support the program. For example, during the onboarding process staff are introduced to the program framework, and given the ability to modify/lead daily activities based on student voice and choice. Each of our ELO staff members are part of our school team and culture, and are welcome participants in our shared leadership model.

8—Clear Vision, Mission, and Purpose

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

Our ELO program is part of Westlake Charter School, and as such, follows the same Strategic Plan. Please see the following:

Mission: We demonstrate what is possible when school and community collaborate to create inspiring adults with the academic and social-emotional readiness to lead as Global Citizens.

Vision: If the mission is why we exist, then our vision defines how we behave living out our mission: Westlake Charter School was founded as a demonstration of what happens when school and community collaborate and therefore our vision must begin with our roots.

For more information, please see our complete Strategic Plan, here:
https://westlakecharter.com/content/uploads/2013/09/WCS-Strategic-Plan_2019.pdf

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9—Collaborative Partnerships

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

Our ELO program offers enrichment opportunities spanning from athletics, to art and music, to computer programming and Lego building. Partnerships are created with community organizations to help facilitate enrichment opportunities.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Our ELO program is part of our school operations and follows the same protocol for review, support and development. The leader of our ELO program is part of Westlake's Administrative team and provides frequent, if not weekly, updates on the program. Updates may include positive actions, challenges and areas for growth, as well as enhancements which might be made to the operating program.

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11—Program Management

Describe the plan for program management.

The ELO program is currently managed by a certificated staff member, our School Programs Coordinator. Our Coordinator oversees BASE, ASL as well as enrichment, and is supported by a team of administrative and line staff.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Westlake Charter School does not receive After School Education and Safety (ASES) or 21st Community Learning Centers (21st CCLC) funds. ELO-P will be used to support our Expanded Learning Opportunities actions.

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Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

As our ELO program has been well established, we are comfortable recruiting and preparing staff to work in the program, particularly with Kindergarten-aged students. Appropriate student:staff ratios are maintained across ELO program, and may include a combination of schoolsite staff, including, but not limited to line staff, supervisors and site leadership. Our ELP program staff have access to our Certificated program leader, as well as grade-level teachers and instructional staff who can assist in supporting the ELO program for younger students.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

ELO opportunities are currently available between the hours of 7am-6pm every Instructional Day, and during most breaks (depending on family demand).

A sample ELO summer or intersession day might look like the following:
7:00-8:30 Free Choice | 8:30-9:30 Snack/Recess | 9:30-10:30 Activities | 10:30-10:45 Transition to Clubs | 10:45-11:45 Clubs | 11:45-12:00 Transition to Lunch | 12:00-1:00 Lunch/Recess | 1:00-1:30 Transition to Clubs | 1:30-3:00 Clubs | 3:00-4:00 Snack/Recess | 4:00-5:00 Activities | 5:00-5:30 Campus Clean Up | 5:30-6:00 BASE