



## Expanded Learning Plan (22-23)

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Local Educational Agency (LEA) Name: Caliber: Beta Academy

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

### Caliber Beta Academy

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.

Caliber: Beta Academy's Expanded Learning program will take place on the Caliber: Beta Academy campus. Because Caliber: Beta Academy is moving to a new location for the 2022-23 school year, the first year of the summer program will take place at 4301 Berk Ave. campus. Beginning in August 2022, after school programming will take place at the school campus. The continuity of space will allow for emotional and physical safety for our students. The campus is secured during program days in the same way it is during the regular school day. When Expanded Learning programming involves field trips or off-site learning, the location of programming may change to museums, work spaces, parks, colleges and/or universities.

Caliber: Beta Academy will follow all safety protocols covering student safety when off-campus. Program staff will be easy to identify and wear program identification at all times, along with rosters and contact information for each student.



Safety procedures are developed by the Caliber: Beta Academy team for the campus and are communicated with Summer School principals, Summer School Directors of Operations, and BACR site directors to ensure compliance with all safety procedures

Students are signed in at the beginning of the program and elementary age students are signed out to a parent or guardian or an approved person over the age of 18. Policies and procedures regarding students in upper grades walking home from campus will be set in alignment with that of the school.

The program seeks to create a safe and nurturing environment that supports the developmental, social-emotional, educational and physical needs of all participants. A positive, nurturing program climate is an essential aspect of the Expanded Learning Program. Sites implement and align with culture and climate initiatives adopted by the school day. Programs implement restorative practices using the structures and practices and strategies used during the school day. Community building activities, restorative conversations, and incentives for reaching behavior expectations are some of the strategies used. The program intentionally hires, trains and has high expectations that staff build and maintain positive and nurturing relationships with participants. Participants and staff are treated with respect and acknowledgement that they all are part of the program community.

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.

Input from parents, school leaders, and students drove the selection of programming foci for Expanded Learning. The program will incorporate elements of academic intervention and acceleration in ELA and STEM along with enrichment. Enrichment programming will be outsourced to Bay Area Community Resources (BACR). The summer program will have an A + B model, where the mornings will generally be geared toward academic intervention and support, while the afternoons will include enrichment programming. After school and intersession programming will be primarily geared toward enrichment.

Curriculum for academic intervention and acceleration will be selected based on the needs for supplemental curricula as determined by the school site team. Beginning in the 2022-23 school year, student achievement and growth data from the iReady



suite of assessment will be used to determine student academic needs.

Enrichment-focused Expanded Learning Program staff design and chose programming that is hands-on, active, and engaging for participants. Staff use feedback from participants to determine which activities meet the participants' needs and interests, as well as promote critical thinking, collaboration with fellow participants, and engagement with their communities. Staff ensure that programming builds participants' skills over time and has concrete goals for mastery of 21st century skills. The activities and projects selected by the staff, with participant input, provide authentic, in-context learning.

3—Skill Building Describe how the program will provide opportunities for students to experience skill building.

Staff oversee many types of activities that enhance student learning. Arts and crafts, STEM, play, and other activities incorporate a sequence of skills that build over time.

Additionally, the ELO-P program supports students to develop social-emotional skills for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

Homework support during the school year and community circle are a few ways that students will have an explicit opportunity to practice these skills, but these are infused throughout all programming. All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

4—Youth Voice and Leadership Describe how the program will provide opportunities for students to engage in youth voice and leadership.



At the end of programming in the summer, and at the mid-year points and end of year points in the after school program, we will administer a student survey. These results will be reviewed by members of the program management team to inform program choices moving forward.

The ELO-P program will provide program participants with ongoing opportunities and space to share their viewpoints, concerns and interests through leadership clubs, peer mentoring, community meetings, and community agreements. In the after school program, upper grade students (5-8th grade) will have the opportunity to participate in Leadership in Training club, where students will have the opportunity to inform policies and procedures, as well as generate ideas for future events and activities.

Throughout programming, students will be able to learn about community service opportunities and participate in them.

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.

Because Social-Emotional Learning plays such an important role in our program at Caliber, it naturally translates to our summer, intersession, and after-school programs. In the summer program, every day begins with a circle, which includes daily mindfulness activity and sharing. Program participants engage in daily self-reflections to support the development of self-awareness. Behavior supports, protocols, and best practices from the regular school day translate to the ELO program through regular consultation with the school site SEL team.

Program also includes physical activity to promote health. Daily activities involving movement include sports, ice breakers, team building activities, and other exercises that allow students to warm up, work out and cool down.

Students in ELO programming receive a daily nutritious snack in the after school program. During Summer and Intersession programming, students receive breakfast, lunch, and a snack. Food is provided by the school site's meal vendor, RevFoods. All meals are served in compliance with the Child and Adult Care Food Program regulations.

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.

ELO-P programming is open to all members of the school community. Promotional materials are sent out to parents and families in English and Spanish, and registration forms for summer program, after school, and intersession in English and Spanish.

ELO-P program is inclusive, and student support staff is regularly consulted in planning for students in ELO-P. For example, rosters for summer program registration are reviewed by the Head of Expanded Learning, Caliber Public Schools Managing Director of Student Services and SEL, and the site-based Program Specialist to identify students with IEPs or additional academic or behavioral supports. These students are provided with the needed support in the program via staffing or training.

In order to reach the most students possible through ELO-P programming, promotion for intersession days will be targeted to families who have not yet participated in the summer or after school programs. This will support our goal of reaching a diverse group of students and families for participation.

Programming encourages activities to promote cross-curricular connections through the exploration of cultural topics. For example, multicultural art, African dance, and Capoeira have been planned. In these activities, students explore the histories and origins of these activities in addition to practicing them.

7—Quality Staff Describe how the program will provide opportunities for students to engage with quality staff.

Staffing in ELO-P program draws primarily from the Caliber Public School staff, who, upon hiring, have undergone a process of ensuring that their qualifications meet the need for their position. Teachers, SEL staff, and instructional aides work at ELO-P summer program and on some intersession days. All staff who directly serve pupils meet the minimum requirements of an instructional aide.

Caliber Public Schools' community partner, Bay Area Community Resources (BACR), also holds these requirements for staffing.

Both Caliber and BACR are highly invested in a recruiting, outreach, hiring, and onboarding process to recruit diverse and qualified staff for ELO programming. All Caliber staff who meet the IA requirement are invited to consider working in ELO programs, and are supported to teach in



the subject area or interest they currently teach or work in. This happens primarily through the School Leaders and staff-wide communication. BACR recruits for staff within the school community by attending recruiting fairs, posting on social media networks, and maintains a referral incentive program.

Caliber site-based managers, including the Summer School principal, are usually the regular school year Principal or a high-level site-based administrator like an Assistant Principal.

BACR Program coordinators have the following qualifications: Leadership capacity and ability to inspire others; familiarity with Youth Development theory and practice; ability to develop strong relationships and work closely with diverse individuals and organizations; effective time management, coordination, communication, and problem-solving skills; positive work ethic; ability to train and support co-workers and volunteers; and knowledge of a variety of games, sports, arts, and other child-related activities.

Program Instructors, who lead programming for BACR, must have a knowledge base of core elementary/ middle school subjects; experience working with children of various demographics and diverse backgrounds; strong communication and written skills; facilitation skills; and classroom behavior management. They must be able to clearly explain instructions; communicate in a professional manner with parents and school staff; and be comfortable teaching a lesson and being an authority figure.

Staff from Caliber and BACR are supported through professional development hosted by their respective organizations. BACR staff are trained in an initial week-long Summer Institute, on a monthly basis and in a series of quarterly training and cohort opportunities. At the BACR Summer Institute, Program Coordinators receive extensive training focused on ghd BACR Coaching Model, Strength-Based Institute, Train the Trainers, Missions/Values, Youth Development, Supervision, Various Student Behavior and Need Scenarios, and Policies and Procedures.

Program Instructors also participate in a Summer Institute and receive monthly site-level trainings and are offered numerous quarterly training opportunities. Topics include Relationship Building, Youth Program Quality Assessment, Lesson Planning, PBIS, Social Emotional Learning, Facilitative leadership; Program Policies; Program quality; Crisis Management; and Homework Assistance; learning styles/strategies; behavior management; working with English Learners; cultural competency, working with people with disabilities and diverse needs; school site safety and emergency procedures.

Caliber staff receive professional development in line with their role, usually in the form of a pre-program training, where they learn policies and procedures, curriculum, and best practices. This training is on top of regular Caliber Public Schools professional development, which covers standards-based curriculum and instruction, social-emotional learning, and working with students with special needs and English learners.



8—Clear Vision, Mission, and Purpose Describe the program’s clear vision, mission, and purpose.

The Expanded Learning Program at Caliber vision: Be the safe, fun, enriching activity of choice among all Caliber families.

The mission of the program is to enhance the Caliber mission by providing meaningful activities for students across the four pillars.

Caliber: Beta Academy’s mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential.

The Expanded learning program can continue to contribute to our students living out our core pillars of heart, smart, think, and act.

Heart: Our expanded learning program will support our students in learning various social emotional competencies from the CASEL framework to continue to develop skills in Self Awareness, Social Awareness, Self Management, Responsible Decision Making, and Relationship Skills.

Smart: Our expanded learning program will support our students in continued growth in their learning in core subjects, especially inclusive of ELA and Math.

Think: Our expanded learning program will support our students in being able to think critically about topics that are self guided through inquiry and hands on experiences.

Act: Our expanded learning program will support our students in thinking about Social Justice in action through community service projects.

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.



Caliber continues to partner with Bay Area Community Resources (BACR), a non-profit enrichment program provider with extensive experience providing safe and supportive programs at Caliber. BACR will plan, design, and implement all enrichment programming for summer, intersession, and after-school programs at Caliber. Caliber will also explore partnerships with local community organizations to support community service.

#### 10—Continuous Quality Improvement Describe the program’s Continuous Quality Improvement plan.

An on-going process of evaluation and improvement of all programs will take place among the Caliber team and collaboratively with Caliber and BACR. Survey results will be used to plan, develop, and implement program improvements. The Quality Standards for Expanded Learning Programs inform all evaluation and planning efforts. Walkthroughs at the campus will take place on a quarterly basis, with debriefing and program planning taking place with Caliber and BACR leadership.

Program plans and updates will be shared with Caliber and BACR staff after each quarter for implementation.

#### 11—Program Management Describe the plan for program management.

The Expanded Learning program has several staff employed by Caliber and BACR.

**Head of Expanded Learning:** The Head of Expanded Learning plans and implements the Expanded Learning program at all Caliber schools. The Head of Expanded Learning manages contract negotiation with BACR and other sub contractors, hires program staff, and leads all program evaluation activities.

Staff hired by the Head of Expanded Learning include the Summer School Principal and Summer School Ops Lead, who drive the execution of the summer program, including schedule development.

BACR manages the program at the school sites according to the same quality standards, staffing ratios, and program vision.





## 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.

Planning for the Expanded Learning and ASES programs is holistic. We have solicited stakeholder input in a unified way, where we asked parents, students, Caliber staff, and BACR staff for input on the program design across the summer, intersession, and after school programs. In the budgeting process, we ensure that the funds for each program are allocated to the appropriate part of the program (ASES for after school programming; ELO-P distributed across summer, intersession, and after school).

Components spanning all three programs will include an emphasis on student voice, enrichment activities, and a growing emphasis on ELA and Math support. All programs are evaluated according to the same quality standards, ensuring a unified program continuous monitoring process.

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

The TK and K ratios are maintained by ensuring that there is adequate staffing in these grades, and a continuous monitoring of enrollment patterns over time to account for growth or decline of the cohort. We have over-recruited TK and K teachers to ensure



there are multiple adults and aides in each classroom to maintain a consistent ratio of 1:10, and plan for multiple classrooms for these grades in the event enrollment surpasses twenty.

The curriculum and program are developed in conjunction with lower school instructional leadership, who select the curriculum and program schedule in conjunction with TK and K teachers at the school. The staffing of TK and K classrooms for summer school is primarily made up of current TK and K teachers, who undergo professional development at the school site to build their practice.

### 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.

#### Sample Summer School Schedule

**8am:** Students Arrive; Breakfast and Recess

**9-12pm:** Academics

TK-1st

- 9:00-9:45: Read Aloud
- 9:45 - 10:00: Recess / Snack
- 10:00 - 10:30: Writing Activity
- 10:30 - 11:00: Math
- 11:00 - 11:30: Lunch
- 11:30 - 12:00: Math
- 12:00 - 12:30: Art
- 12:30 -1:00: Recess

2nd - 4th

- 9:00 - 9:45: Ice Breaker
- 9:45 - 10:15: Close Reading / Guided Reading
- 10:15 - 10:30: Recess / Snack
- 10:30 - 11:00: Reading or Writing
- 11:00 - 11:30: Math
- 11:30 - 12:00: Lunch
- 12:00 - 12:30: Math
- 12:30 - 1:00: Community Builder

#### Grades 5-8

- 9:00 - 9:15: Ice Breaker
- 9:15 - 10:15: ELA
- 10:15 - 10:30: Snack
- 10:30 - 11: Writing
- 11:00 - 12:00: Math
- 12:00 - 12:30: Lunch
- 12:30 - 1:00: Community Builder

**1-4pm:** Enrichment Activities (BACR)

**4-5pm:** Recess, Play

#### Sample After School Schedule

3:00-3:15 Snack/ Opening Circle/ Sign In  
3:15-4:15 Academic Support/ Homework  
4:15-4:25 Break  
4:25-5:25 Enrichment Component  
5:25-5:45 Supper  
5:45-6:00 Sign Out/Dismissal