

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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

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

Name of Local Educational Agency or Equivalent:	San Pasqual Union Elementary School District
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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. San Pasqual Union School

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.

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

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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.

The ELOP program will be located on campus at San Pasqual Union Elementary school. Our program operates in several rooms and spaces, including Rooms 503, 803, and 901. It is our goal to provide all children in our care with a safe and secure environment, one in which they feel a sense of belonging, make friends, have strong relationships with staff, and most of all, a place where they can have a fun, enjoyable experience.

The YMCA of San Diego County values all children and makes their safety a priority.

Emergency drills such as fire, earthquake, and lockdown are scheduled regularly to ensure the staff and children are prepared in the event of an emergency. In the case of an actual emergency, parents/guardians will be notified of their child's well-being as soon as possible. If your child's site must evacuate due to an emergency, participants will go to the site listed on the "Emergency Disaster Plan" located in the front office of the school.

Section 11166 of the California Penal Code requires any Child Care Custodian (includes teachers, licensed daycare workers, administrators, foster parents, and group home personnel), medical practitioner, or employee of a child protection agency who has knowledge of or observes a child or suspects the child has been a victim of child abuse, to report the known or suspected instance of abuse to a protective agency immediately. A phone call and written report will be filed within 36 hours of receiving the information concerning the incident. All hired staff are required to complete a Child Abuse Prevention Training and trained on the requirements and expectations of being a mandated reporter.

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.

Our curriculum is centered in helping children gain new knowledge, skills and abilities, building their confidence, and discovering what they can achieve. We do this through an organized curriculum, as well as, in helping them build friendships where they feel a sense of belonging in the program. The YMCA has three major areas of focus:

- **Youth Development:** we engage youth in activities that promote learning. YMCA activities include and encourage problem solving and reasoning skills. We work with youth to be open to new experiences and pursue interests they are passionate about.
- **Healthy Living:** we serve healthy snacks and focus on health and wellness by involving youth in activities that keep them physically active, engaging in outdoor moderate to vigorous physical activities, and teaching youth about healthy eating habits such as eating more fruits and vegetables.
- **Social Responsibility:** our activities encourage making friends, conflict resolution skills, standing up to peer pressure, valuing differences in others, and creating opportunities to achieve, regardless of ability. In a fun and enjoyable environment we enhance self-esteem, gain greater self-control, and a willingness to volunteer and help others.

3—Skill Building

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

There are seven core components that our curriculum focuses on:

1. Arts and Humanities: drama, art, music, and poetry.
2. Character Development: demonstrating caring, honesty, respect, and responsibility.
3. Health, Wellness and Fitness: becoming physically active, eating more fruits and vegetables, leading a more balanced lifestyle.
4. Literacy: reading, writing, speaking, and critical thinking.
5. Science and Technology: biology, environmental awareness, and problem-solving skills.
6. Service Learning: civic awareness, volunteering and helping others, valuing diversity, and leadership skills.
7. Social Competence and Conflict Resolution: strategies to deal with conflict, positive interactions, self-control, and socialization.

4—Youth Voice and Leadership

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

The specific activities associated with the core components generally take place in one, or several, of the following contexts, each of which is balanced throughout the day and week.

- Child Directed: Participants have the option of choosing from several self-directed interest areas. These can include: art, dramatic play, manipulatives, science, literacy, math, music & movement, and outdoor play.
- Small & Large Group: Staff directed activities challenge the children to work together. These types of activities include: reading circles, indoor & outdoor games, arts & crafts, and service learning projects.

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.

Healthy Living: we serve healthy snacks and focus on health and wellness by involving youth in activities that keep them physically active, engaging in outdoor moderate to vigorous physical activities, and teaching youth about healthy eating habits such as eating more fruits and vegetables.

Snack: As part of healthy living and eating standards, a nutritious snack containing a fruit or vegetable is served daily within the program. If your child has specific dietary needs or restrictions, please reference the program's snack calendar for days when you may want to provide your own snack.

Staff are trained and required to implement HEPA (Healthy Eating and Physical Activity) standards within the program in compliance with the National Afterschool Association. 45 minutes of HEPA is a mandatory daily. Studies show that healthy, active children learn and perform better academically and socially. We are leaders in the effort for children to grow up healthy by implementing HEPA activities and engagement.

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.

Program curriculum includes a component of Global Learning called Going Global. Each month activities are created to highlight a certain country or heritage for cultural competency.

The YMCA is focused on diversity and equity. Marketing materials and communication are accessible in a variety of languages and provided to the families for understanding and inclusion.

We understand that children are not always successful in demonstrating positive guidance standards and that being a child is a learning process that involves understanding, practicing, and testing different types of behaviors and decisions. We strive to help guide children into becoming caring, honest, respectful, and responsible individuals. Our strategies focus on children learning to become self-sufficient, have self-control, and be responsible for themselves. In the event that a student exudes challenging social/ behavioral challenges and/or medical disability, a one on one inclusion aide may be provided. One on one inclusion support provides the opportunity for students to receive additional care for de-escalation and social support. This intention aids in student success in the program and deters students from the potential of expulsion or suspension. The YMCA Child & Youth Development Programs respect the values and diversity each family holds, and we care for each child with warmth and compassion assuring that each child is safe and secure.

Our programs provide limited incidental medical services. They must be prescribed by a physician and additional paperwork and requirements will need to be met prior to attending. Our staff members who will be working directly with your child, will need to be trained by the physician or a person authorized by the physician (typically the parent/guardian) in administering the appropriate service.

7—Quality Staff

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

Our Character Builders programs are staffed at a ratio of 1 staff for a maximum of 20 children in accordance with State of California ELOP guidelines.

We represent ourselves as positive adult role models and embrace strong, positive self-image through all our activities. We believe children are strong, capable learners who learn best through social and environmental interactions. Our staff members provide opportunities that stimulate each child's physical, social, intellectual, and emotional development. Our curriculum is used to plan for children's experiences, but also allows for adaptations and modifications to best meet the needs of all children.

8—Clear Vision, Mission, and Purpose

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

The YMCA of San Diego County is dedicated to nurturing a healthy spirit, mind, and body so all can thrive while honoring our faith-based heritage.

Children will experience the YMCA Mission by participating in activities that:

- Develop SPIRIT by developing self-control, a willingness to volunteer and help others, the ability to stand up to peer pressure, valuing differences in others, making new friends, and finding a place where they belong.
- Develop MIND by gaining new knowledge, skills and abilities, being motivated to learn, assisting with homework, doing better in school, discovering what can be achieved, being open to new experiences, and ultimately pursuing interests they are passionate about.
- Develop BODY by leading a balanced and healthy lifestyle, serving healthy snacks, being physically active, eating more fruits and vegetables, and staying away from drugs and alcohol.

9—Collaborative Partnerships

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

A variety of instructional techniques are used to move students progressively toward stronger understanding, gaining confidence, and ultimately, a greater motivation to learn. The framework is inclusive and we collaborate with YMCA of San Diego personnel, and families to foster appropriate learning and participation for all. This collaboration works to design a well-balanced curriculum that meets the needs of children and families.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

San Pasqual Union School District and the YMCA of San Diego County are committed to a strong partnership for program success. Leadership from both organizations meet quarterly to discuss program success and challenges. We work closely to understand program/campus needs and collaborate on plan of actions for continuous quality improvement.

11—Program Management

Describe the plan for program management.

The Program is designed to have the Site Supervisor out of ratio to help support the program as a whole. They are able to attend to program challenges efficiently and maintain strong customer service and communication with families and SPUSD staff. The Site Supervisor reports to the YMCA Youth Development Program Director for higher level program management.

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.

San Pasqual Union does not receive grant funding through ASES or 21st CCLC.

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 YMCA has leadership support from the association to support the success of TK/K students in the program. Leadership team provides specialty trainings to TK staff and Program management to discuss age appropriate activities and experiences. This training is also revisited half way through the year in accordance with our continuous quality improvement plan.

Staff maintain a 1:10 ratio with a site supervisor out of ratio to support challenging behaviors and program quality. A rest time is also required for TK students to aide in healthy living and positive behaviors.

Sample Program Schedule

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

See attached

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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.