SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Expanded Learning Opportunities
Program Plan Guide

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

Local Educational Agency (LEA) Name: San Luis Coastal Unified 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. Baywood Elementary
2. Bishop's Peak Elementary
3. CL. Smith Elementary
4. Del Mar Elementary
5. Hawthorne Elementary
6. Los Ranchos Elementary
7. Monarch Grove Elementary
8. Pacheco Elementary
9. Sinsheimer Elementary
10. Teach Elementary

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.

Expanded Learning Opportunities
Program Plan Guide

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.

San Luis Coastal plans to offer programs for TK-6th grade at our 10 elementary sites during the school year. SLCUSD will do this by engaging with community partners (The YMCA, The City of San Luis Obispo, Morro Bay Parks and Rec, Children's Creative Projects, Boys and Girls Club, and other community partners) and utilizing district staff.

In addition, San Luis Coastal will be serving students during summer and offering extended care at our elementary summer school sites, to ensure 9 hours of care (including summer school and after care) are available to students.

The program will include a mix of academic and enrichment activities. Food service will provide breakfast, lunch and after school meals.

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.

Students will have opportunities to receive homework support, a healthy snack, outdoor play and participate in enrichment activities to include but not limited to visual and performing arts, garden activities and guest speakers from the community.

Students may participate in on-site tutoring or other school activities such as athletics, clubs, chess, talent shows, drama, etc. which take place during after school ELOP programming hours. Community partners will be utilized to enhance the offering of activities within the programs as well.

Additionally, SLCUSD staff will survey students to solicit student and parent feedback so that enrichment activities represent student interests.

3—Skill Building

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

It is the intent of the program to create an opportunity for students to come to campus earlier and stay later in the day in order to encourage higher participation in the ELOP activities. This extended day will be very beneficial for parents who both work and can't afford these programs.

It is also the intent to offer skill building experiences through community partners and supportive staff. Students will have greater access to the library, technology and classroom teachers immediately after school if they are able to stay on campus which will improve skill development academically, socially, and behaviorally.

Summer school/extending the school year by 30 days will provide additional skill building opportunities. SED, EL and Foster Homeless Youth will be targeted for both summer and before/after school programs.

4—Youth Voice and Leadership

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

Student feedback on activities will drive the scheduling of community partners and visitors. Older students will have opportunity to be big buddies for younger students for reading and play or in leading groups activities when appropriate. Service learning projects will be incorporated into the program activity plan.

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.

Students will be encouraged to participate in physical activity on a daily bases including through the proposed district after school athletics program.

As community partnerships allow, students will be taught skills for healthy living such as the importance of hydration, healthy food choices, bicycle safety, internet safety, fire safety, animal safety and where age appropriate, anti-vaping and other drug awareness programs will be provided. Additionally, all elementary sites currently partner with One Cool Earth to learn about healthy nutrition choices and school gardens.

Summer school sites are targeting schools that are eligible for free meals. Supper is available to all students at eligible sites

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The Expanded Learning Opportunities Programs will provide equitable access to low-income families in an afterschool program option at all ten of our elementary school sites. This will include all subgroup populations with limitations to enrollment based upon staffing and space. SED, EL and Foster Homeless Youth will be targeted for both summer and before/after school programs.

SLCUSD will communicate information in English and Spanish and will attempt to hire linguistically diverse staff to include bilingual personnel who can support student and family communication from home to school and vice versa. This includes both of our dual immersion schools.

The IEP team will make recommendations and assist sites in providing access and opportunities for students with disabilities.

Expanded Learning Opportunities
Program Plan Guide

7—Quality Staff

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

The design of the daily schedule is structure to support positive interactions with staff on a regular basis. Students will be grouped by age or grade level to support developmentally appropriate grouping and instruction. Our community partners adhere to the highest standards of hiring and have long standing experienced staff. The district will hire fully qualified staff for the summer school program and enrichment activities. All staff receive background checks and have to do mandated training.

8—Clear Vision, Mission, and Purpose

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

San Luis Coastal's Expanded Learning Opportunities Program has a clear vision, mission and purpose.
Our vision is to work closely with our community partners in order to ensure that SLCUSD's most underserved youth have equal access to quality before and after-school programming, academic support, college awareness, and the mentorship needed to become successful and thriving adults.

Our mission is to provide high-quality extended learning for all students who need academic and/or social-emotional learning opportunities outside of the regular school day and summer.

Expanded Learning Opportunities
Program Plan Guide

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.

SLCUSD has an extensive list of community partners and continues to seek current, diverse, and engaging opportunities for students to access afterschool. Some of the current partnerships include Big Brothers, Big Sisters, YMCA, Children's Creative Projects, Cal Poly programs, City of San Luis Obispo, San Luis Obispo County Food Bank and local community services.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

One of the core values in SLCUSD is continuous improvement. We commit to this core value by administering parent surveys, student surveys, and staff surveys which provide feedback, suggestions, and ideas to continually improve our program structure, culture and offerings. Additionally, we commit to professional development and training of staff to best practices and engagement activities for young people. The LCAP is developed with a continum of input opportunities for all stakeholders and this feedback will assist the district to ensure the program is successful. Each year we make adjustments to our summer offerings based on the feedback we receive.

11—Program Management

Describe the plan for program management.

These grant funds provide essential funds for the expansion of programs that will support our underrepresented students in accessing quality after-school care and an extended school year. The funds will be used in a way that is consistent with the vision, mission, and purpose as we begin, sustain, and grow this valuable program. Our district leads will meet routinely with our business and curriculum divisions to ensure that all program requirements are followed, and will provide oversight for our community partners to ensure that they hold to our agreed upon standards. Additionally, when the ELO-P audit guide is made available, staff will review and make any needed adjustments to ensure that we are meeting the functional and educational goals of the ELO-P program design.

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.

SLCUSD does not have ASES nor 21st CCLC funding.

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?

SLCUSD will continue to work with our community partners and staff on developmentally-informed practices for our TK and Kindergarten students. We will maintain the required ratios and continue to have our community partners hire staff with the appropriate credentials and educational background.

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.

Summer- 30 Day Extended School Year					School Year	
Dates: June 12 - July 25 (M-F)	No School on 6/19 & 7/4-5	BA, BP, SM			ELOP Extended Day	
		Rising 1st - 4th Grade			7:00 am to start of school day	
		8:45 am - 10:15 am	Period 1		End of school day until 6:00 pm	
		10:15 am - 10:35 am	Recess			
		10:35 am - 12:05 pm	Period 2		Bell schedules are linked to school websites	
		12:05 pm - 12:45 pm	Lunch			
		12:45 pm - 2:15 pm	Period 3			
		SLOHS, MBHS				
		Rising 5th - 8th Grade				
		8:30 am -10:05 am	Period 1			
		10:05 am -10:20 am	Break			
		10:20 am -11:55 am	Period 2			
		11:55 am -12:25 pm	Lunch			
		12:25 pm -2:00 pm	Period 3			
Before and After Care: 7:00 am to 8:30 am and 2:30 pm to 5:30 pm						