

Expanded Learning Opportunity Program Plan

A partnership between San Pasqual Union School District and the YMCA of San Diego County

Prepared by:

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San Pasqual
Union School District
The Little School in the Valley



Local Educational Agency and Expanded Learning Opportunities Program Site

Local Educational Agency (LEA): San Pasqual Union School District

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School Site LEA selected to operate the Expanded Learning Opportunity Program

1. San Pasqual Union Elementary School

Purpose

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])

EXPANDED LEARNING OPPORTUNITY PROGRAM PLAN

Safe and Supportive Environment

The ELOP program will be located on campus at San Pasqual Union School. Our program operates in several classrooms on a rotating basis. 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, 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 day care 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 be trained on the requirements and expectations of being a mandated reporter.

Active/ Engaged Learning and Skill Building

Our curriculum is centered on 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 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 develop a willingness to volunteer and help others.

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, and 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.

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 to choose 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.

Healthy Choices and Behaviors

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 requirement. Studies show that healthy, active children

learn and perform better academically and socially. We are leaders in the effort to help children grow up healthy by implementing HEPA activities and fostering engagement.

Diversity, Access, and Equity

The 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 helping children learn to become self-sufficient, exercise self-control, and be responsible for themselves. In the event that a student exhibits 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. Any medication must be prescribed by a physician, and additional paperwork and requirements will need to be met prior to attending. For children with unique medical needs, our staff members will need to be trained by the physician or a person authorized by the physician (typically the parent/guardian) in administering the appropriate service.

Quality Staff

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

We represent ourselves as positive adult role models and embrace a 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.

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.

Collaborative Partnerships

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 SPUSD 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.

Continuous Quality Improvement

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 meets quarterly to discuss program success and challenges. We work closely to understand program/campus needs and collaborate on a plan of action for continuous quality improvement.

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.

San Pasqual Union School District does not receive funding for ASES or 21st CCLC Elementary/Middle School.

Transitional Kindergarten and Kindergarten

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

Staff maintains 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 aid in healthy living and positive behaviors.