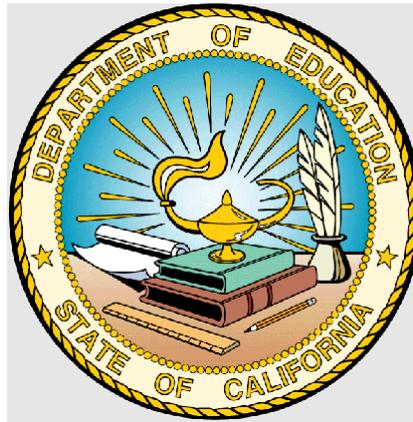


Expanded Learning Opportunities Program Plan Guide

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 Ysidro 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. La Mirada Elementary (TK - 6th)
2. Ocean View Hills School (currently TK - 6th; in 2022-23 will become TK - 5th)
3. Smythe Elementary (TK - 6th)
4. Sunset Elementary (TK - 6th)
5. Willow Elementary (TK - 6th)
6. San Ysidro Middle School (7th - 8th)
7. Vista Del Mar (currently 7th - 8th; in 2022-23 will become 6th - 8th)

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.

San Diego County Office of Education (SDCOE) serves as the local educational agency (LEA) for the After School Education Safety Program (ASES), a consortium of local school districts that are committed to providing high quality expanded learning programs. SDCOE will work closely with the YMCA, school administrators at each program site, and expanded learning programs staff to establish and align health and safety procedures with those of the instructional day. The following measures will be established to ensure a safe and supportive expanding learning environment:

1. Location of students are known throughout the duration of the program through measures, such as sign-in and sign-out sheets – teachers are required to sign-in and out upon arrival and departure from the program.
2. Staff are required to always wear a program shirt or vest and name badge in order to be easily identifiable by students, parents, and all staff.
3. Staff ensures that student emergency contact information is current by reviewing it with parents/guardians and updating, if necessary, monthly.
Staff are CPR and first-aid certified.
4. Expanded learning programs are incorporated into existing school emergency response and safety plans. Program staff must identify primary and secondary evacuation locations and are trained in the student reunification process.

The proposed ELOP program provides a safe and supportive environment that promotes developmental, social-emotional, and physical needs of students by staffing the program with qualified individuals who:

1. Have excellent communication skills.
2. Are knowledgeable of the communities in which sites are located, where students are recruited from and reside, and local resources and services that are available to support students and their families beyond the program.
3. Represent the diverse culture of the student population being served.
4. Are interested in serving as role models for diverse student populations.
5. Are adept at actively engaging youth to build positive relationships and foster student involvement.
6. Have the capability to intervene calmly when youth are experiencing difficulties or are engaged in physically or emotionally unsafe behaviors.

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.

The ASES program will serve as the foundation for the expanded ELO-P program. The program will continue to utilize the program standards for each grade. These lessons/activities are aligned with the California Content Standards and the grade level focus. The lessons give students the opportunity to choose activities they are interested in and require collaboration with their fellow students. The activities include a wide variety of interests and enrichment opportunities for students including: STEM, Robotics, Life Science, Art, Music, and Dance.

3—Skill Building

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

The ELO-P program's educational and literacy element includes tutoring and homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday for a minimum of 45 minutes. There will be an educational enrichment component that consist of a minimum of 45 minutes per day of fine arts, physical fitness, and prevention activities that reinforce and complement the school's academic program.

At the end of each year, the SYSD's Director of Educational Services reviews the ELOP/ASES program with the site Principals. Principals review the program with their staff. Recommendations and program changes are reviewed with the YMCA, who is operating the daily program at all of our sites.

Students are grouped into classes and activities according to grade level, ability level, and interests. All ELOP program activities are intended to keep students motivated and actively engaged.

Planned educational activity include the math, ELA, Music/Art, STEM Activities, physical activities and other educational activities that student's and parents express interest in where we can get staff to teach.

4—Youth Voice and Leadership

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

At all grade levels the students are divided into smaller groups with an Adult leader. Students are allowed to choose the activities and projects as per the weekly monthly themes. Opportunities for choice of projects is also part of every lesson plan. Students are provided opportunities to develop their leadership skills through their participation in group projects.

Students are surveyed and evaluated by staff to guide in the development of training, curricula, and projects that will meet students' needs, interest and real world problems.

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.

Through structured physical activities students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills in both recreational and physical activities. The program collaborates with the district to offer sports clinics and sports leagues to our students through our Pathways program, as well as other other activities such as yoga, ballet floklorico, and dance. Additionally, students participate in SPARKs Physical Education programs as part of the expanded school day. Parent and student annual after-school school program survey results are also used to determine recreation activities/sports that could be added.

The health and safety of all students begins with a smooth transition from the regular school day to the after school program. Student attendance in after school programs is tracked at the end of the regular school day when the after school program starts and monitored throughout the after school program sessions. After school program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Expectations are outlined in the registration packets that go home to parents and are reviewed with students in after school program classes. Nutritious snacks are provided daily for every student in attendance. The San Ysidro School

District (SYSD) Food Service staff selects the snacks served in the after school program. Selections are based on a reimbursable snack consisting of two of the following four food components: milk/meat, meat alternative/fruit, vegetable/grain, or bread product. Examples of snacks served include cheese sticks, apple juice, yogurt, apples, cup of carrots with broccoli and ranch dressing, and milk.

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 San Ysidro School District values and embraces the growing diversity of the community. Staff participates in recognition of diversity and builds on cultural background. All students would be encouraged to participate in after/before school, intersession and summer programs. Students with diverse needs will be provided the same supports as the regular school day depending on staff availability. The San Ysidro School District's special education department will support and develop activities and trainings to facilitate participation to students with disabilities. English language learners will have language supports that will allow them to fully participate in all programs. Transitional home students and foster youth will be highly encouraged to partake in activities related to this plan and receive continued support by the district's pupil services coordinator. Our military families and students will also be encouraged to be part of the engaging activities and resources that the district provides year-round. Socio-Economically disadvantaged students will have access and be exposed to continuous support that will enrich their development. All communication sent to the community will be inclusive and inviting to address concerns about participation. Program providers will work diligently with the district to assure that all students have opportunities to participate in engaging activities.

7—Quality Staff

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

The San Ysidro School District selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position. District partners must establish 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 SYSD. The district and educational partners will screen for all providers of programs including before/after school, summer programs and intersession that will include an educational and literacy element designed to provide one or more of the following core content subject areas: language arts, mathematics, history and social science, science and computer training. The program will have an educational enrichment element that may include, but not limited to STEM, sports, visual and performing arts, and youth development activities. SYSD shall collaborate with educational partners to provide all students snack and/or lunch program. As stated, all the participants that provide services will be determined by the availability of the best possible candidate.

8—Clear Vision, Mission, and Purpose

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

Our Vision:

The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high quality, multicultural learning environment that promotes academic excellence, social responsibility and physical and emotional well-being for all students.

Mission Statement

Quality education and opportunity for all students to succeed

Expanded Learning Vision, Mission, Purpose

Shared Vision with YMCA

The San Ysidro Ysidro School district together with our educational partners plan to offer students safe and nurturing expanded learning programs that prepare them for college, career, and life. We also seek to provide structured academic, physical and social activities for Kindergarten to Grade 8 students.

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.

The San Ysidro District currently partners with the YMCA of San Diego County taking into consideration each program component such as a curriculum-based structure that provides a balance between organized activities like MVPA (Moderate to Vigorous Physical Activity), social emotional learning, enrichment, and homework assistance. The program will be monitored continuously including at the beginning of each school year, with participating educational partners providing input and feedback on the direction of the program. In order to involve students into the development of the plan, the ASES Program supervisors survey students to determine enrichment interests, academic and social-emotional needs. The program plan changes as the needs of the student’s change, this is determined by the District and implemented by the program through the collaboration of program staff and educational partners. Partnerships with the San Diego County Office of Education, local service providers and agencies that focus on student well being together with the district will guide the implementation of activities for SYSD students.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The San Ysidro School District will gather data to monitor and continue the improvement of programs offered to students and families participating in expanded learning. The Quality Standards will be used as a framework of clear expectations to all educational partners. These standards will assist in planning, creating and adjusting systems that will align to the district's vision. The use of these standards will serve as a measure of what the successes are and identify areas that need attention. Input from parents and students will be gathered to determine the quality of implementation and needs met. Constant revision of the plan's goals will assist district and site administration to accomplish priorities and move forward with desired outcomes. Different surveys, interviews, self reflection, observations, local and county provided data will be used to gather information. At the site level, recurring meetings will be in place with site coordinators and principals to assess the progress of the program. Weekly district administration meetings with program coordinators will help gather feedback and analyze data driven solutions to needs identified within attendance, goals, and deficiencies. The Educational Services department will plan meetings with the county office of education to analyze data and seek input.

11—Program Management

Describe the plan for program management.

The district office will monitor day to day operations in conjunction with the YMCA. Continuous meetings between site leadership, district staff and the YMCA will provide planning for fulfilling student needs and program requirements. Participation will be gathered by the YMCA and reviewed with SYSD. Student attendance will be tracked with the current system established with the San Diego County of education, when applicable. YMCA will keep record of their staff and support with additional participating members in their roles of pathways or other before/after school programs, intersession and summer school. Funding and expenditures will be monitored by the district's business department.

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 Ysidro School District partners with the YMCA and will continue to implement the ASES program through this provider. SYSD also receives 21st CCLC grants at two sites within the district. The district will move forward to incorporate ELO-P, ASES and 21st CCLC by offering services to all students within our boundaries and collaborate with the San Diego County Office of Education to establish guidelines that align with state requirements. Services will be offered at all sites for before/after school. During intersession and summer programs different sites will be operational based on student participation. Students will be offered a range of options during the school year that will involve activities for educational, athletic and recreational development. Students will also have opportunities to visit off campus sites like the zoo, universities, beach, museums, performances and other activities that will help the development and exposure to cultural enrichment.

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?

San Ysidro School District together with the ASES provider has planned and taken into account that need to incorporate TK and K students in all programs. The ratios will continued to be followed, the district and providers have taken steps to address the need of additional staff required to run summer programs within the current year. The need for an increase in staff has been continuous and monitored by service providers and the district. Training and development has been planned in order to have all staff meets the needs of our TK and K students. Ongoing staff development will seek to include, but is not limited to orientation for new employees, ongoing training and staff development on curriculum, instruction, and best practices for early childhood, coaching to meet individual needs, and regular evaluations per availability.

The district's ASES program currently supports K students and plans on acquiring additional staff to support the

growing needs of the district. Service providers will work with support of the district's preschool and child development program. All TK and K students will be guided to follow the child development model of:

Cognitive/ Language Development

- To develop their creativity and thinking skills through language and literacy experiences
- To develop number, shape, and other logic and mathematics concepts and perceptive skills To demonstrate reading-like behaviors and develop an interest in books

Social/Emotional Development

- To develop a sense of self, friendships, cooperation, and responsibility.
- To develop healthy relationships with adults and children.

Physical Development and Self-Care

- To develop and exercise small and large muscles.
- To increase their perceptual skills in reading and writing.
- To learn self-management, independence, responsibility, decision making, and problem solving skills.

A strong emphasis is placed on the family/school relationship.

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 Program Schedule

Daily School with Instructional Day Sample

Time Activity

- 6:00 AM- 8:30 AM Before School Breakfast Homework Help Enrichment
- 8:30 AM – 2:30 PM Regular School Hours
- 2:30 PM -2:45 PM Kinder Dismissal Check In
- 2:45 PM- 3:00 PM Circle Time
- 3:00 PM- 3:15 PM Opening Challenge
- 3:15 PM- 3:25 PM Assembly
- 3:25 PM- 3:45 PM Snack
- 3:45 PM- 4:30 PM Sports
- 4:30 PM- 5:20PM Arts/ Homework
- 5:20 PM- 5:30 PM Closing Assembly
- 5:30 PM-6:00 PM Check out

Sample Program Schedule

Summer/ Intersession Program

Time Activity

7:30AM- 8:30 AM Sign in/ Breakfast

8:30 AM- 8:50 AM Opening Assembly

9:00 AM -10:00 AM STEAM

10:15AM- 11:15AM Sports

11:15AM-12:15 PM Lunch

12:15AM- 1:15PM Dance/ART

1:30 PM- 2:30 PM Science

2:45 PM-3:45 PM Music/Art

3:45 PM- 4:30 PM Closing Assembly/Dismissal

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.