

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 Diego Cooperative Charter School
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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 Diego Cooperative Charter 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.

There are a variety of elements within our ELOP plan. Our school plans to provide a variety of different opportunities for all of our students. We will be offering six weeks of camps at no cost to our community throughout the school year on our school site. In addition to camp we will be providing both before and after school care for all of our students who wish to participate. We are hoping to work to contract our afterschool program in coordination with the Boys and Girls Club in Linda Vista. Our goal is to host the program on our site but if that is not available a bus will be provided to transport our students a few blocks to the Boys and Girls Club,

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.

We will be conducting four weeks of a summer camp. The first half of the day will be the Chillin' and Skillin' portion of the camp that will provide targeted academic interventions. These camps will also provide opportunities for kids to engage in Science, Music, Dance, and Gardening. These activities will actively engage kids in a variety of different engaging programs that will support student needs in a way that bolsters the instructional day.

Our before and after programs will provide academic and social opportunities for all of our students who participate. We plan to provide a variety of engaging activities that will allow for active and collaborative games, lessons and team-building activities.

3—Skill Building

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

Skill-building means those supports that help the individual gain new skills and abilities. Our camps and before and after school activities will provide a variety of different activities and lessons that will both complement and supplement the student's experiences during their instructional day. In addition to the lessons, we will be providing a variety of different opportunities for students to work together and further develop their social skills.

4—Youth Voice and Leadership

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

At SDCCS we believe in student's voice and choice, building programs inspired and guided by students. This year we will be starting a new mentor program. We will invite any of our graduating 8th grade students to volunteer as camp counselors in our summer programs. They will be assigned a small group of kids that they will guide and engage with throughout the program. These small groups will allow for increased opportunities for engagement and connections with other students.

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.

We will be providing both breakfast and lunch during all of our programs. Our programs are designed to engage the students in fun and active learning in art, music, dance, science labs and gardening. These opportunities will provide learning, movement and healthy engagement for all students.

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.

We are a diverse school that believes in the full inclusion of all students. Our programs will provide opportunities for our Emergent Bilingual and Students with Disabilities to engage in activities that will promote their artistic, musical, scientific, and social skills. We use Universal Design learning in our camps allowing for every student to have an access point and find success in the program.

7—Quality Staff

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

Learning is social, emotional, and academic. Positive relationships, including trust in SDCCS staff, and positive emotions, such as interest and excitement, open up the mind to learning. Negative emotions, such as fear of failure, anxiety, and self-doubt, reduce the capacity of the brain to process information and learn. Children can build skills and awareness to work with emotions in themselves and their relationships. The quality staff allows our students to fully enjoy their experiences at SDCCS, giving them the opportunity to fully engage in our programs with supportive guides.

8—Clear Vision, Mission, and Purpose

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

Mission

San Diego Cooperative Charter School supports progressive, developmentally based, child-centered communities for active and collaborative student learning where shared values of family, diversity, relationship, creativity and academic excellence flourish.

Vision

We respect that which makes each child unique and promote the cognitive, imaginative, creative, social, emotional, and physical development of all students. In order to provide high-quality educational services, we have built a supportive, empathetic community—a true collaboration where students, parents, and educators take the time to embrace and understand one another. We embrace diversity and honor the unique contributions of each individual. This environment is intended to enhance the joy of learning for all and to inspire discovery, creativity, and a commitment to lifelong education. At SDCCS, all members of the school community work together to promote the success of each student.

Our vision is to cultivate academic greatness through an immersive curriculum and educational methods that meet each child's needs, enable the student to participate collaboratively in their own learning, and make connections between the curriculum and the outside world. We provide students with the academic, social, and emotional tools

to discover their own paths through today's challenges with compassion, collaborative, creativity, and critical thinking.

Knowledge of brain development, multiple intelligence, learning styles, and strategies for differentiation inform instruction in all classes. Service and environmental stewardship are integrated into the curriculum in order to promote a socially conscious student population. Our students are encouraged to explore the world around them with a lens of justice and equality, engaging their whole selves in the challenges and questions of today for a more compassionate and just future.

Our staff is highly skilled and supported in their endeavors to refine their craft. We continuously monitor our progress toward achieving our goals in order to ensure that we are effectively utilizing all available resources to maximize student growth and performance while exceeding district and statewide standards. We know that the best foundation for inspired learning and academic excellence is cultivating meaningful relationships and introducing alternative ways of schooling.

Purpose

"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. At SDCCS this does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities.

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.

We will be providing a majority of our program ourselves however we will be working with Boys and Girls Club Linda Vista in order to provide our after school experience. We have not yet identified if we will be hosting the program on our site or if the kids will be riding a bus to the club that is a few blocks away.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

An effective CQI process is ongoing and involves a continuous cycle of assessment, planning, and improvement.

We have created framework of clear expectations for all stakeholders guided by our mission and vision. We will provide before and after school programs along with 6 weeks of summer, winter and spring camps that will engage students in fun, engaging, academic programs that are an extension of instructional time.

Expanded Learning decision-making is driven by both feedback, and identified need. The plan will be presented at open public meetings and be created in support of our LCAP goals.

We will create ongoing assessments to guide our program and determine needed improvements..

We will make sure to inform our community about the programs that are available letting them know about our mission and vision of their creation. .

Advance key priorities are determined from our LCAP, parent surveys as well as our CQI plan.

A complement to other standards in the State of California focused on quality improvement, e.g., Learning in After School and Summer, Quality Self-Assessment Tool, Quality Self-Assessment Rubric, Center for Youth Program Quality, etc.

11—Program Management

Describe the plan for program management.

We will establish a MTSS manager for the entirety of the camps as well as any before or after school programs.

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.

We will be creating one comprehensive and universal Expanded Learning Program ourselves that will be offered to all SDCCS Students.

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?

We will have staff that are specifically trained to work with the younger children with activities and spaces that are developmentally appropriate. We will staff at a 10 to 1 student to staff ratio when working with our TK students.

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.

Instructional Day:
7-8:30 AM - Before School Program provided by SDCCS
8:30-3 School Day
3-6 After School Program Provided by Boys and Girls Club Linda Vista

Summer, Winter and Spring Camp
7-8:30 AM- Before Camp Program provided by SDCCS
8:30-3 PM Camp
3-4 PM After School Program provided by SDCCS

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.