

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



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)

<b>Name of Local Educational Agency or Equivalent:</b>	Coronado Unified School District
<b>Contact Name:</b>	Donnie Salamanca
<b>Contact Email:</b>	donnie.salamanca@coronadousd.net
<b>Contact Phone:</b>	619-522-8900

**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. Silver Strand Elementary School
2. Village Elementary School
3. Coronado Middle 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.

CUSD plans to provide enriching experiences for students before and after school, and in the summer, with activities that complement and support classroom-based instruction. In partnership with the community-based Champions program, CUSD will provide scholarships for students to be able to enroll in the Champions program on the Silver Strand and Village school campuses. Champions is nationally recognized for delivering extended learning programs that are tailored specifically to a school's needs and provides busy families with a safe, convenient program where their child's potential is fostered through engaging learning experiences. In addition to providing student scholarships for the Champions program, CUSD plans to expand academic tutoring options for students at the elementary and middle schools, either before school or after school. Tutoring will be held directly on the school campuses.

Additional learning opportunities may be made available during intersession periods through CUSD instructional programs (summer school) and enrichment programs offered by community based organizations such as the Coronado Schools Foundation (CSF).

## 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 before and after school programs will provide opportunities for students to nurture his or her inner curiosities and passions, creating a solid foundation for learning and growth. These opportunities serve to supplement their activities and experiences during the instructional day. The Champions program provides fun activities that helps each child develop critical skills, focusing on the following six developmental domains:

- \* Character Development
- \* Community
- \* Creative Expression
- \* Executive Function
- \* Inquiry-Based Learning
- \* Literacy

Champions also provides academic support homework or projects, as well as, daily fitness and healthy snacks.

At the secondary level, CUSD will provide targeted tutoring opportunities for students who are not performing at grade level in various subject areas. The tutoring opportunities will support what the student is experiencing during the instruction day.

Additional learning opportunities may be made available during intersession periods through CUSD instructional programs (summer school) and enrichment programs offered by community based organizations such as the Coronado Schools Foundation (CSF).

### 3—Skill Building

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

The fundamental components of the Champions program and the curriculum utilized focuses on skill building. Students have opportunities to express themselves through movement, dance, drama, music, visual arts, and more. Students use these experiences to explore their creativity in a natural, engaging way. Additionally, the Champions curriculum gives students the chance to build mental flexibility (the ability to handle different situations in different ways) and practice managing his or her emotions in order to meeting challenges and accomplish goals. STEM activities provided during Champions also gives students the freedom to discover, create, and tinker. Students are given problems to solve, as well as, questions and real-life scenarios to think about so students can learn more about the world around themselves. These opportunities truly allow students to experience skill building and aim to transfer the new skills to the classroom during the regular school day.

Additional learning opportunities may be made available during intersession periods through CUSD instructional programs (summer school) and enrichment programs offered by community based organizations such as the Coronado Schools Foundation (CSF).

### 4—Youth Voice and Leadership

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

The character development and community building components of Champions provides opportunities for students to engage in youth voice and leadership. Champions also provides opportunities for students to choose their own areas of interest within the curricular domains. This supports student engagement and allows students to explore a theme or topic that inspires him or her by starting a project, founding a classroom club, or taking on additional responsibilities in the program as a junior counselor.

Additional learning opportunities may be made available during intersession periods through CUSD instructional programs (summer school) and enrichment programs offered by community based organizations such as the Coronado Schools Foundation (CSF).

### 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 programming.

On a daily basis, Champions promotes and provides opportunities for students to experience physical fitness and consume healthy snacks. The program helps students develop healthy bodies and encourages proper nutrition through the daily physical activity and healthy snacks. Students are served the snacks during the ELO-P hours of programming with Champions.

Additional learning opportunities may be made available during intersession periods through CUSD instructional programs (summer school) and enrichment programs offered by community based organizations such as the Coronado Schools Foundation (CSF).

## 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 Champions program is designed to provide support and other accommodations for students with varying needs and abilities. The mission of the Champions program supports a safe, supportive environment for all students through fostering a safe, welcoming community at its core.

## 7—Quality Staff

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

All Champions staff members participate in yearly training and staff development opportunities. Champions is committed to employing and empowering staff's enthusiasm for learning as part of their commitment to providing the highest quality of care to all school site programs. Champions also employs the most up-to-date science about how children grow, learn, and develop to create purposeful and engaging learning experiences that unlock each child's potential.

Additional learning opportunities will be offered by highly qualified staff through CUSD programs and CSF.

## 8—Clear Vision, Mission, and Purpose

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

Champions affirms that families and teachers are at the heart of what they do. The program develops warm, compassionate, and strong connections with every one of the families and focuses on hiring and training the best early educators in the business. The following are the top five reasons families report loving the Champions program:

- \* Happy, healthy, inspired children
- \* Learning that is fun
- \* Safe, convenient location
- \* Homework time makes evenings more relaxed for families
- \* Frequent communication keeps parents informed

## 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 CUSD program is provided through a strong and thriving partnership with Champions. The 2022-2023 school year will mark the third year of this partnership.

Additional learning opportunities may be made available during intersession periods through CUSD instructional programs (summer school) and enrichment programs offered by community based organizations such as the Coronado Schools Foundation (CSF).

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

CUSD will continue to assess the success of the before and after school program (Champions) by analyzing qualitative and quantitative data. Data will inform developing plans and taking actions to improve services to students and families.

## 11—Program Management

Describe the plan for program management.

The program is managed through a collaboration between the Coronado Unified district office personnel, school site administrators and management personnel at Champions. Collaborative meetings and consistent communication will be a priority throughout the school year to ensure that we are, together, removing any barriers inhibiting the success of the ELO-P plan and program.

## 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.

Not Applicable - CUSD does not receive these grants.

### 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?

CUSD is fortunate to have a long-established preschool program with highly qualified and experienced staff who are prepared to support the needs of our youngest learners. Through existing support structures, the Department of Learning will ensure there are ample opportunities for staff collaboration and professional learning Pre-K through 12. CUSD is well aware of the required pupil-to-staff ratios and plans to incorporate preschool staff members across all preschool, TK and K classrooms to ensure that low classroom ratios are maintained. CUSD's existing preschool curriculum is aligned with the LEA's curriculum to ensure a seamless transition.

### 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.

The sample schedule below is tentative and will be adjusted for parent interest, enrollment and funding availability:

Preschool/Transitional Kindergarten:  
Before care: 7:00 - 8:30am  
Transitional kindergarten: 8:30 - 11:30am  
Lunch: 11:30-12:00pm  
Preschool: 12:00 - 3:00pm  
After care: 3:00 - 6:00pm

Kindergarten through Sixth Grade:



Regular School Day: 8:00 - 3:00pm

Extended Care: 3:00 - 6:00pm

Intersession / Summer School:

Summer school 8:00am - 12:00pm

Aftercare / Enrichment: 12:00 to 5:00pm

**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.