**Expanded Learning Opportunities Program Plan Guide**

# Solana Beach School District

# EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO-P) PLAN

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Solana Beach School District
309 N. Rios Avenue
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**This Program Plan Template Guide is required by California Education Code (EC)  Section 46120(b)(2)**

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

**Local Educational Agency (LEA) Name:** Solana Beach 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. Carmel Creek Elementary
2. Skyline Elementary
3. Solana Highlands Elementary
4. Solana Pacific Elementary
5. Solana Ranch Elementary
6. Solana Santa Fe Elementary
7. Solana Vista 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.

### 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.

> The Solana Beach School District's Child Development Center (CDC) has provided safe and supportive expanded learning opportunities for District families since 1978. The school-age programs are rooted in the belief that students are decision-makers and should be allowed to make choices. The programs encourage the development of socialization skills, gross and fine motor skills, problem-solving and cooperative skills in a stimulating and safe environment. Students may participate in arts and crafts, organized games and sports, computers, science, and other enriching and developmentally appropriate activities. The CDC also provides daily homework time and nutritious snacks.
>
> The school-age program's staff consists of individuals who come from a variety of backgrounds ranging from credentialed teachers to college students who are taking

education classes. All school-age staff is fingerprinted and trained in first aid, CPR, and emergency disaster procedures. The CDC program works closely with the Solana Beach School District administration and follows the same health and safety protocols.

To ensure the safety of the students, the CDC uses a student database management system to create sign-in sheets, track attendance, and utilize an iPad application where parents sign in/out daily. The system also allows families to register for school-age expanded learning programs online and continually update personal information.

The expanded learning opportunities are provided on-site at all seven elementary school locations in the Solana Beach School District; Carmel Creek Elementary, Skyline Elementary, Solana Highlands Elementary, Solana Pacific Elementary, Solana Ranch Elementary, Solana Santa Fe Elementary, and Solana Vista Elementary. Offering the programs for the students at each school allows the CDC to provide a safe and seamless transition to and from the regular school day. With the addition of the ELO-P funding, the CDC provides expanded learning opportunities for additional students.

## 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 CDC expanded learning staff collaborates with the Solana Beach School District Instructional Services Department to ensure daily program offerings support the regular school day priorities. The CDC aligns the expanded learning programming to the District's LCAP goals. It incorporates the District's STREAM focus (Science, Technology, Research, Engineering, the Arts, and Mathematics) to create an engaging and exciting daily schedule.

The CDC's schedule is structured to support the overall needs of the students while supporting and supplementing the instructional day. Daily, students participate in the following:

- Academic support, including dedicated homework time

- Outdoor exploration and active play

- Healthy snack and meal socialization time

- A variety of enrichment activities

- Group projects and teamwork opportunities

- Student choice of activities

Since the programs are offered at all school sites, this allows the expanded learning staff to collaborate with the school-day teachers and staff, providing an invaluable opportunity to support students' individual needs in a group setting.

### 3—Skill Building

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

The STREAM (Science, Technology, Research, Engineering, the Arts and Mathematics) focus throughout the daily schedule provides the opportunity for students to engage in skill building experiences. STREAM skills are vital for success in the 21st century and incorporate the "4 C's" (collaboration, creativity, critical thinking and communication) through project-based learning and interdisciplinary (across subjects) activities.

Enrichment activities are offered at all seven school sites that provide students the opportunity for hands-on experiences to learn new skills, develop new talents, and discover new interests. A few examples of these activities include, dance, robotics, cooking, and sports.

### 4—Youth Voice and Leadership

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

Students will experience a safe, purposeful, collaborative learning environment that fosters healthy habits, positive relationships, civic responsibility, and values diversity to meet their physical, mental, and social-emotional needs.

Daily meetings are conducted at each school site to ensure students have the opportunity to check in with each other to foster a sense of community. The older students have the opportunity to practice and model leadership skills during the meetings and throughout the program day. Students participate in activities and conversations that encourage students' voices and build self-confidence.

As educational partners, the students are an essential source of feedback regarding the daily offerings of the ELO-P. Students are asked to give feedback regarding the activities and experiences available during the daily ELO-P schedule. Their feedback is used to tailor and modify the program to ensure a quality program meets the preferences and interests of the 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 programming.

Monthly menus are based on meal requirements and include all necessary food components and serving sizes. Monthly menus incorporate the California Department of Public Health's Harvest of the Month resources.

Each school site has a garden, and the CDC staff will work with site teams to create opportunities for students to spend time planting, maintaining, and harvesting fruits and vegetables from the garden.

Physical fitness and large motor outdoor activities are incorporated daily. Social and emotional well-being will also focus on and incorporate mindfulness and daily check-ins with the students to gauge how they are feeling and what they've experienced during the day. There will be a designated quiet area where students can spend time when they need downtime.

## 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 CDC's Expanded Learning Program supports the instructional day focus of all students having access, opportunities, and supports to thrive in school, including out-of-school time. The Solana Beach School District is focused on Equity and Inclusion. It has been working closely with the SDCOE to train and provide support and resources for District Board Members, Administration, Teachers, and all District Staff. The ELO-P staff is also trained in the same practices and has access to the same support and resources.

To ensure successful communication with all District families, the ELO-P staff has access to the District Liaisons who assist with communications for families who speak languages other than English. For example, when a Spanish-speaking family registers for the ELO-P, a District representative is fluent in Spanish to assist the family with the registration process and paperwork. The CDC also has a diverse staff with some who are bilingual.

Additionally, the CDC works closely with the Special Education Department. When students with IEPs or 504s register for the ELO-P program, there is collaboration between the regular instructional day staff and the ELO-P staff. This collaboration provides an opportunity to best support students' individual needs and foster a positive learning environment where all students thrive.

## 7—Quality Staff

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

The CDC ELO-P recruits, hires and actively works to retain high-quality staff. School District Board-approved job descriptions are utilized to ensure qualified staff is hired for all program positions.

Staff training and continued professional development are essential in providing a quality program and maintaining qualified staff. Designated professional learning days are provided annually, and ongoing staff development opportunities are available throughout

the year. Training topics include, but are not limited to, equity and inclusion, classroom behavior management, professionalism, and strategies for engaging students.

The program focuses on the social-emotional well-being of all staff and students. The Solana Beach School District utilizes a traveling SEL team composed of a general education classroom teacher, a school psychologist, and a school counselor, who collaborate with the ELO-P staff. The traveling SEL team provides resources and supports for the ELO-P, including training and coaching opportunities and special events.

## 8—Clear Vision, Mission, and Purpose

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

**Mission**

Where learners find their voice, share their gifts, and advance the world

**Vision**

Inspiring wonder and discovery in learning and life

**Purpose**

Our purpose is to provide a safe and student-friendly environment where student voices are heard, valued, and where a sense of belonging is fostered. Students experience a purposeful, collaborative learning environment that encourages healthy habits, positive relationships, civic responsibility, and values diversity so that their physical, mental, and social-emotional needs are met.

## 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 CDC works closely with all educational partners, including; teachers, principals, administrators, other school personnel, parents, and students. Meetings and surveys are used to collect data and feedback from all educational partners.

The CDC contracts with outside vendors throughout the San Diego area to offer diverse enrichment class offerings. The CDC works with other community agencies, including the City of San Diego, Harmonium, and the San Dieguito Alliance. The San Dieguito Alliance offers a Study Buddy Program where teens are partnered with elementary school students for weekly mentoring and tutoring opportunities.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ELO-P administration meets regularly to review program standards, goals and objectives. Review also includes reviewing and revising procedures and policies as necessary. The continued input of all educational partners is essential to provide a quality program and meet the needs of the community. Assessments are based on surveys and data collected through site visits, meetings, and general feedback received. Once the information is received and reviewed, necessary program changes developed, sometimes piloted, and then implemented across the district.

## 11—Program Management

Describe the plan for program management.

Under the supervision of the Associate Superintendent, Instructional Services, the SBSD Child Development Center (CDC) will oversee and administer the ELO-P, working collaboratively with all District Departments, including Business Services, Instructional Services, Student Services, Special Education, Human Resources, Facilities, Maintenance & Operations, and Child Nutrition Services.

The CDC organizational structure consists of a Director, School-Age Supervisor, Program Leaders, and School Age Instructors. The CDC may also contract with local community organizations to assist with additional staffing needs or add new enrichment classes/experiences for the students.

The CDC has established policies and procedures that ensure compliance with federal, state, and local requirements for program operation and fiscal management. The program has a parent and staff handbook outlining program policies and procedures for families and staff.

## 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.

> The Solana Beach School District does not currently offer ASES or 21st CCLC programs, and does not receive funding for these programs.

### 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?

> Currently, the CDC provides child-care and enrichment opportunities for students in Kindergarten during the school year and full-day summer camps for incoming kindergarten students. Staff is trained and proficient with this age group. The continuing staff training and professional development opportunities will include topics specific to this age group.
>
> Additional staff will be hired to maintain the pupil-to-staff ratio of 10 to 1. The CDC works with multiple staffing agencies to provide long- and short-term substitutes. Collaboration with community partners provides additional resources for Kindergarten 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.

| School Site | Regular Day | Early Release Wednesdays |
|---|---|---|
| Carmel Creek | 7:00am - 8:25am Expanded Learning<br>8:25am - 2:45pm Instructional Day<br>2:45pm - 6:00pm Expanded Learning | 7:00am - 8:25am Expanded Learning<br>8:25am - 1:45pm Instructional Day<br>1:45pm - 6:00pm Expanded Learning |
| Skyline | 7:00am - 8:40am Expanded Learning<br>8:40am - 3:00pm Instructional Day<br>3:00pm - 6:00pm Expanded Learning | 7:00am - 8:40am Expanded Learning<br>8:40am - 2:00pm Instructional Day<br>2:00pm - 6:00pm Expanded Learning |
| Solana Highlands | 7:00am - 8:25am Expanded Learning<br>8:25am - 2:45pm Instructional Day<br>2:45pm - 6:00pm Expanded Learning | 7:00am - 8:25am Expanded Learning<br>8:25am - 1:45pm Instructional Day<br>1:45pm - 6:00pm Expanded Learning |
| Solana Pacific | 7:00am - 8:40am Expanded Learning<br>8:40am - 3:00pm Instructional Day<br>3:00pm - 6:00pm Expanded Learning | 7:00am - 8:40am Expanded Learning<br>8:40am - 2:00pm Instructional Day<br>2:00pm - 6:00pm Expanded Learning |
| Solana Ranch | 7:00am - 8:40am Expanded Learning<br>8:40am - 3:00pm Instructional Day<br>3:00pm - 6:00pm Expanded Learning | 7:00am - 8:40am Expanded Learning<br>8:40am - 2:00pm Instructional Day<br>2:00pm - 6:00pm Expanded Learning |
| Solana Santa Fe | 7:00am - 8:30am Expanded Learning<br>8:30am - 2:50pm Instructional Day<br>2:50pm - 6:00pm Expanded Learning | 7:00am - 8:30am Expanded Learning<br>8:30am - 1:50pm Instructional Day<br>1:50pm - 6:00pm Expanded Learning |
| Solana Vista | 7:00am - 8:25am Expanded Learning<br>8:25am - 2:45pm Instructional Day<br>2:45pm - 6:00pm Expanded Learning | 7:00am - 8:25am Expanded Learning<br>8:25am - 1:45pm Instructional Day<br>1:45pm - 6:00pm Expanded Learning |

| | |
|---|---|
| 9 Hour Summer/Intersession Days | 7:30am - 4:30pm |

**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.