# 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

Jamul-Dulzura
UNION SCHOOL DISTRICT
*District of Civic Excellence*

**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:** | Jamul--Dulzura Union Elementary |
| **Contact Name:** | Elizabeth Bystedt |
| **Contact Email:** | lbystedt@jdusd.org |
| **Contact Phone:** | 619-669-7702 |

**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. Jamul Elementary 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.

Location: Jamul Elementary School
Community Partnered with Champions LLC

Champions LLC Before/After School experience is created witht he social emotional development of children in mind and revolves around six content areas that enhance school-age children's abilities to be successful in elementary school and beyond.

In addition to the SEL activities that are embedded in Champions LLC curriculum, Champions fosters students' development of social and emotional skills as well as building resiliency with the use of tools from social-emotional learning (SEL) experts at Harmony SEL. JDUSD and Champions believe in child choice so that students are engaged in what is most interesting to them. The developmental domains enhanced by Champions research-based activities include:

- Character Development
- Creative Expression
- Executive Function
- Literacy
- Inquiry-based Learning
- Community

The Champions Summer Program will include the need for growing connections and friendships, building confidence in who they are, experiencing joy, and expressing themselves in creative ways is more critical for students than ever! Summer 2022 will take students on a journey of discovery around the world where they will explore new perspectives beyond the walls of their home and school. Champions Summer Program will also be offered on school site for families.

## 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.

Extended School Day:
Champions seasonal, theme-related activities keep learning fresh and fun and allow them to couple after-school learning with life taking place outside the school day.
The program environment is set up with four interest areas:

- STEM: Children explore foundational mathematics, construction, and engineering concepts. These experiences allow them to use critical-thinking and problem-solving skills. This interest area will encourage responsible, creative, and effective use of technology and engineering tools, to enhance children’s natural curiosity and self- expression by making predictions, testing ideas and drawing conclusions! Activities are designed to deepen engagement, and the development of children’s entrepreneurial, critical, and creative skills.
- Puzzles and Games: This interest area helps foster executive function skills, including response inhibition, cognitive flexibility, and working memory.

- Library: Champions provides a cozy reading area and award-winning book selection to inspire the love of reading! Homework and project-based learning supports are also included, such as compasses, rulers, calculators, and storybook and graph paper.
- Creative Arts: Children express themselves creatively through art, crafts, drama, pretend play and music. Important social-emotional skills are practiced in this interest area.

As students develop literacy and STEM skills through their child-led exploration of our interest areas. In addition, Champions are active partners and connect with school leaders and teachers to support student growth in a variety of areas.

Summer: Each week, students will be given a quest through a letter or video containing important clues and tasks that will lead them to a mystery destination. As teams work together, they will practice sustainable ways to care for our world, try out new ways to care for their mental and physical health, embrace different perspectives, and explore the impact of their influence when they create and share information with others. To close out the week, students discover the secret destination and participate in a showcase to reflect on and celebrate their journey while learning there are many different ways to complete the same quest. Throughout the summer, students will also plan and engage in service learning

The program will provide a differentiated curriculum to actively engage the students.

## 3—Skill Building

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

Extended School Day:
INQUIRY-BASED LEARNING
Champions inquiry-based, exploratory, learning approach sets up students to drive their own learning, while our teachers act as coaches, guides, and facilitators who help learners form their own questions and develop a sense of ownership about their project. Students have the opportunity to plan, prepare, execute, and iterate, giving them control of their learning and creating engaging experiences. In the course of completing projects, literacy and numeracy skill-building opportunities are abundant.
And every day includes a healthy dose of outside time. Beyond our day-to-day curriculum, Students have the chance to enhance their learning and leadership opportunities through hands-on activities, such as becoming a junior counselor or leading a classroom club.
LANGUAGE AND LITERACY
Twenty-first century skills such as information literacy, media literacy, and technology literacy are embedded in our thematic units.
Book clubs are but one example for how Champions facilitates language and literacy acquisition during our program. In addition to promoting a love of reading, activities help close distance learning gaps. Reading aloud supports students who are auditory learners, and inspires a love for reading among diverse learning styles through child-directed activities.
SHAPING MATH MINDS
Numeracy is incorporated into many aspects of our Champions curriculum. Champions science projects often include measuring, shapes, physics, and other math-based concepts. As children explore inquiry-based projects to pursue, they are encouraged to think about different ways of measuring and presenting information. As just one example, our “Compare Prices” activity provides abundant opportunities to compare numbers, and can be extended with comparison charts and sample budgets. Literacy concepts are also included, as children read ads and write from journal prompts.
DAILY HOMEWORK SUPPORT
Recognizing the importance families place on getting homework done and meeting state and district grade level standards, Champions sets aside up to one hour each day for homework and school projects. You can expect:

- A homework support plan and family agreement is completed.
- A designated space is created for children to comfortably concentrate on their daily school work and receive support from Champions teachers.
- The space will include materials such as reference books, rulers, calculators, graph paper, writing tools and notebook paper.
- Instructional aids that include tips and strategies for staff and children to respond to homework challenges.

Summer:
STEWARDSHIP – Taking care of our world and all that inhabits it using creative problem-solving
WELL-BEING – Fostering our mental and physical health and well-being by identifying and practicing what helps us be our best
PERSPECTIVE-TAKING – Developing a mindset of curiosity and empathy through which to appreciate social diversity in our world
INFLUENCE – Understanding how our personal integrity impacts the way we communicate information to others

Activities will include active, hands-on learning.

## 4—Youth Voice and Leadership

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

Extended School Day and Summer:
The Champions program is centered on student choice. We have thematic two-week units; however, children choose from our interest areas to participate in and explore activities they choose. In addition to our interest areas, Champions also give students opportunities to form clubs in our programs. We solicit feedback and input from students to create clubs, activities and events. From student led clubs, and junior counselors to student led activities, children will gain confidence and use their voice to explore their interests while acquiring leadership skills.

## 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.

Extended School Day and Summer:
Champions serves healthy snacks to students in all of our programs.
JDUSD that provides meal service, and that menu satisfies all applicable federal and state nutrition guidelines. Mealtime promotes healthy eating patterns and fuels students readiness to learn.

Part of what children are learning in their early years is how to get along with others and what behaviors are appropriate in different situations. We take a proactive and preventive approach to guidance that reinforces appropriate behaviors rather than focusing on inappropriate behaviors. To do this, our teachers are trained to use various techniques including redirection, praise, and distraction.

The substance of Champions focuses facilitating students' development of their social and emotional skills and building resiliency with the use of tools from social-emotional learning (SEL) experts at Harmony SEL in addition to the SEL activities that are embedded in our curriculum.

## 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.

Extended School Day and Summer: Champions Values DEI:

- Diversity-Tailoring programming to meet specific needs and enhance the learning experiences of all the children in our programs through exposure to people of diverse cultures
- Equity: Champions accepts all children into their program working closely with families to ensure access program. JDUSD provides scholarships to any family who qualifies based on unduplicated people definitions (foster youth, low income, English Learner)
- Inclusion Instructional Support for Children with Special Needs – Understanding the perspective of the special needs child and their family, and how Champions can facilitate social-emotional growth and integration into the community

Teaching through an anti-bias lens and culturally responsive teaching require respecting and embracing our differences and acting against bias and unfairness. Anti-bias education focuses on four core goals that are embedded throughout our curriculum.

- Self-Identity – Children will demonstrate a strong sense of self-identity and confidence, which leads to more tools for social, emotional, and academic success.
- Empathy and respect for diversity – Children will express empathy and respect for human diversity, which is at the heart of learning how to treat all people with care and kindness.
- Fairness and justice – Children will understand fairness and justice by using critical thinking to identify and resist harmful actions towards others.
- Activism – Children will demonstrate the ability to stand up for themselves and others, which reinforces their sense of self-worth and their understanding of the importance of taking action against injustices.

## 7—Quality Staff

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

Every one of Champions teachers goes through the same rigorous hiring process to ensure their dedication and passion — and their ability to meet the developmental and emotional needs of children. We confirm all professional references and conduct national criminal background screenings. Each member of our staff meets or exceeds the qualification requirements set by state law. Staff also complete a full orientation and attend a comprehensive training program. In addition to 15 orientation and training hours, staff receive at least 25 hours of professional development over the course of the school year.

Preparation includes:
o Curriculum Training – Training on implementing our curriculum, supporting both children and parents, and preparing effective lesson plans.
o Health and Safety Training – Each employee is certified in CPR and First Aid.

Training topics also include:
o Contagious diseases
o Health practices
o Supervision
o Child abuse prevention
o Maintaining head counts

o Incident reporting
o Medical information and HIPAA
o Inclusion Services
o Safe workplace practices
o Child release protocols
o Emergency procedures

- Positive Behavior Support: Teachers are trained to facilitate strong staff-child relationships that support the development of academic and emotional growth.
- Social-Emotional Training: Staff are taught how to fully understand the social- emotional domain and how to use it to guide activity planning, behavior management, and teacher-child interaction

## 8—Clear Vision, Mission, and Purpose

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

Champions LLC Mission: We foster a love of learning by creating engaging experiences for children to unlock their own potential.

Children thrive when the process of discovery is lovingly encouraged and gently reinforced. This is the philosophy behind our research-based curriculum that fosters individual growth by providing plenty of opportunities for exploration and child-initiated choice. All children need opportunities to be responsible, to make choices, and to be treated with respect. Our programs encourage children's growth and development with early learning experiences that build a strong foundation for his or her social, emotional, physical, and intellectual skills.

This hands-on approach,combined with our balanced curriculum, is designed to encourage children to become confident, happy, and self-aware.

## 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.

With more than 25 years of experience, Champions is recognized for our leadership in delivering extended learning programs that are tailored specifically to a school's needs and that provide busy working parents with a safe, convenient program where their child's potential is fostered through engaging learning experiences. We were recently awarded the prestigious distinction of corporation accreditation by AdvancED, a global leader in advancing excellence in education through accreditation.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

To help cascade quality-related information, Champions uses a Quality Capacity Building System. In this system, quality advisors provide managers and site directors with important information about program quality during on-site visits and through Quality Capacity Development Webinars that focus on topics such as responsive instructional strategies, data-informed planning, and accreditation.

Setting the stage for professional learning communities is one way Champions elevates teachers professional skills. In addition to Champions Quality Improvement System supports, staff participate in annual professional development that is tailored to their personal needs as well as their program's needs.

## 11—Program Management

Describe the plan for program management.

Champions uses a combination of specific tools and processes to support continuous improvement and program success. Ongoing quality assessments are followed by reflection, strength-based coaching, and action planning. These measures support a powerful approach to developing high-quality practices, and continue to evolve to best address the unique needs of each program.Using trend data, external quality validation, and stakeholder feedback, we modify our tools to continue to set high (but realistic) expectations that will help to effectively drive high-quality programs and support teacher development.

## 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.

At this time JDUSD only has ELOP funding.

### 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?

Champions staff are prepared to work in the program by completing 24 hours of orientation training including company mission and values, child development, developmental appropriate practice, positive behavior supports and curriculum. The training is tailored to the age group the staff will be working with to ensure they are proficient in understanding the children's developmental needs.

KinderCare's Early Foundations® Curriculum is designed to develop the whole child, covering six developmental domains, based on Early Learning Standards with a scope and sequence and ongoing assessment. Our Early Foundations® Transitional Kindergarten program is designed to meet the needs of children who have completed or mastered prekindergarten but did not meet the cutoff date for kindergarten. Enhanced whole-group activities and project related learning activities help engage children in key competency areas such as critical thinking, communication, collaboration, and creativity.

To support the lower pupil to staff ratio, Champions will hire qualified staff with the flexibility to meet the ratio requirements. Our Champions' leadership is focused on retaining our talented teachers by providing consistent support to execute at the site level , provide industry leading employee benefits for employees that work an average of 25hrs a week and most importantly creating a fun and engaging environment for them to do their best work.

### 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.

Extended School Day: TK-5th grade students attend a 6.5 hour day of school. Champions opens in the morning from 6:30am to 8:00am and then reopens from 2:50pm at 6:00pm. A student could potentially have an 11.5 hour day.

Summer:

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|---|---|
| 8:00- 8:30 am | Themed Interest Areas |
| 8:30 - 9:00 am | Health & Safety Handwashing & Morning Snack Parent Provided |
| 9:00 - 9:30 am | Outside Physical Fitness: Group Game-Yoga Poses |
| 9:30 - 9:45 am | Health & Safety Restroom & Handwashing |
| 9:45 - 10:15am | Meet Up: Morning Rally & Buddy Up Activity |
| 10:15 -11 am | Themed Activities/Outside (Water Play) or MPR: Fitness Stations |
| 11:00-11:40 am | Themed Activities |
| 11:40 - 12:30 pm | Health & Safety Handwashing before Lunch (Parent provide) |
| 12:30 - 1:00 pm | Handwashing & Literacy Time |
| 1:00 - 1:30 pm | MPR: Group games - Buddy Up |
| 1:30 - 1:45 pm | Health & Safety Restroom & Handwashing |
| 1:45 - 3 pm | Themed Activities/ Tech Track or Virtual Tours |
| 3:00 - 3:30 pm | Health & Safety Handwashing then Snack (Champion Provides) |
| 3:30 - 5 pm | Meet Up Afternoon Rally & Buddy Up Activity/ Champions Close |

**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.