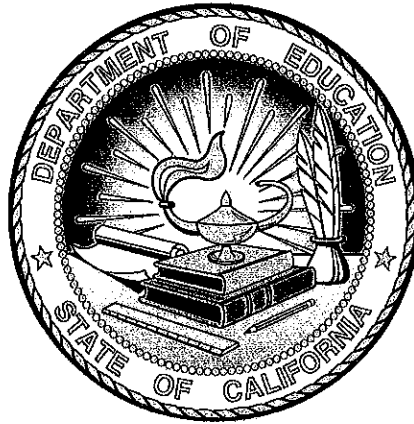


**Expanded Learning Opportunities
Program Plan Guide**

**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.**

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

Local Educational Agency (LEA) Name: Discovery Charter School
Contact Name: Neil MacGaffey
Contact Email: neil.macgaffey@cvesd.org
Contact Phone: 619-656-0797

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. Discovery Charter School
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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

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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>.

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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 program on school days will be held at Discovery Charter School and will be in classrooms, the library, the lurch arbor, blacktop and field areas. The program will provide a safe place where children can learn new skills, reinforce academic skills, and participate in age-appropriate recreation and social skill building activities. An adult 18 years of age or older will be allowed to pick up students from the program and must show a valid photo ID. In accordance with the ELOP requirements, the YMCA will maintain a 1:20 for 1st - 6th grade students and 1:10 for TK and Kindergarten students. Athlead will be supervising and running the after school sports program throughout the year during school days. In quarters 2 and 3 Discovery teachers that are available will be providing academic tutoring after school as well. The state of California considers all YMCA staff, Athlead staff, and Discovery teachers as Mandated Reporters of child abuse. This requires them to report all cases of suspected child abuse. For the additional 30 days during non school days, the program provided by the YMCA will be held at Casillas Elementary School.

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 ELOP plan will use techniques aligned with the core-day classroom to assist students in the program. The ELOP plan staff will work in close collaboration with the school principal to ensure tutoring successfully aligns with core standards, and curriculum is meeting students' needs. Students will have access to technology during the educational literacy component to assist with tutoring services and accelerate digital learning. The program will provide students with the opportunity to participate in feedback that consists of surveys and group discussions to help shape the future development of activities being provided. Students will then have an opportunity to participate in Junior Academies. To do so, students/ families will be able to select which enrichment activity they would like to participate in for the upcoming quarter/ semester with the DASH program after school. Enrichment activities such as coding, sports, drama, photography, music, dance, chess, and gardening will be provided by specialized vendors. Students/ families in grades 1 - 6th will also be able to choose an after school sport during each of the three seasons.

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3—Skill Building

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

Students in the ELOP plan will have access to enrichment programming such as: sport clinics, VAPA, gardening, STEM, and service-learning projects that give each student access to hands on learning opportunities. In addition to specialized programming students will have access to tutoring, and physical activity that helps promote good study and eating habits. Discovery Charter School is working in conjunction with our community-based organization the YMCA of San Diego on providing vendors to support the enrichment portion of the program. Students will participate 2-3 times a week in an academy skill building activity facilitated by specialized vendors.

4—Youth Voice and Leadership

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

Students input is critical to program design. Students in the ELOP plan will be able to select which enrichment program best supports their interests. Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after school. The enrichment offerings will be aligned to the feedback gathered by the students in each grade level. The enrollment and attendance of the enrichment programs will be monitored to determine if the enrichment program should be offered in the next or future enrichment cycle.

Data from parent surveys at Discovery Charter School showed parents and students wanted more opportunities for VAPA, physical wellness/ nutrition, hands on learning, sports, and field trips that reinforced students' interests. The program sends out additional surveys to gain additional feedback pertaining to students' interests in the program and will use the information to plan out future activities.

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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.

The ELOP plan will align its wellness initiative with the Chula Vista Elementary School District's wellness policy. The ELOP plan will collaborate with the CVESD Physical Education, Health, and Wellness Coordinator to support students' health and wellness goals. Additionally, the program will ensure that students have a physical fitness component that will be included to promote healthy physical exercise. Physical fitness components will also include a nutrition emphasis. All students will participate in structured daily Moderate and Vigorous Physical Activities that teach team building, and healthy physical structured play. The ELO program will include discussions, lessons, and promoting of healthy snacks and meal options. The District's Child Nutrition Services department will provide a snack during the after-school portion of the program. Additionally, Discovery is contracting with Top Notch Catering to provide breakfast, lunch, and snacks during intersession programs. All snacks and meals will meet healthy nutrition standards. SEL practices will be included in all components of the program.

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 program will expose students to cultures and heritages different from their own. Field trips to museums, science centers, as well as college campuses for all grade levels will broaden and enrich students' appreciation of the diverse world in which they live. For students with disabilities the ELO Program will provide support staff who have training in working with students with special needs. The enrichment components of the program provide students who experience academic challenges with opportunities to develop, improve, and excel in other avenues that are not confined solely to academics. These programs will be inclusive and committed to serving the needs of students and removing potential barriers so that they are able to participate fully in the program.

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7—Quality Staff

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

All ELO Program staff are required to have passed a background clearance, Pediatric CPR certified, First Aid trained, and possess 48 units in child development or pass the District Instructional Aid test.
The principal will work closely with YMCA Program leadership as well as with Athlead leadership to ensure Discovery's goals and areas of focus are being implemented.

8—Clear Vision, Mission, and Purpose

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

Discovery Charter School and the Expanded Learning Opportunities Program offer equitable before and after school programming to all students and families. The ELO Program is dedicated to making sure all students have access to a wide variety of enrichment and academic activities that ensure all students are successful while providing social and emotional support.

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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.

Discovery Charter School has partnered with the YMCA of San Diego County and with the Athlead organization to provide staffing for before and after school programs. We are working together to obtain outside collaborative partners to support the enrichment activities in the ELO Program. Students will be able to participate in enrichment activities provided by specialized vendors throughout the community.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are being met, and program improvement and accountability are occurring. Through ongoing surveys results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with our educational partners through meetings, bulletins, and postings.

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11—Program Management

Describe the plan for program management.

Discovery Charter School is working with the YMCA of San Diego County to operate the before and after school programs. The YMCA will have the following school site level staff: Site Supervisor, Assistant Site Supervisor, and Youth Leaders to work directly with students and families daily. The YMCA will also have higher level staff including Executive Director, Associate Executive Director and Program Director that work closely with the Chula Vista Elementary School District contacts on the program design and program implementation. The site principal will ensure implementation and management of the 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.

The ELOP funding will allow Discovery to increase service offerings in academics, wellness, and enrichment and give more students and families the flexibility to participate based on their needs and interests. Funding will promote active and engaged learning opportunities for students who were not previously in DASH. By establishing outside community partnerships students will gain access to more STEAM, visual and performing arts programs, cultural awareness, and service learning opportunities. The funds will enable students to enhance and expose them to continuous learning opportunities and potential career paths in the future. By increasing the number of students access to educational and enrichment services, it will enhance program mission and vision and goals of providing a safe environment and a variety of opportunities that enrich the lives of children and youth.

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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?

The Chula Vista Elementary School District Early Childhood Department will work with the YMCA staff on age-appropriate curriculum that is specifically designed for TK/K students. The Early Childhood Education Department will collaborate on program structure and daily, weekly, and monthly schedules that focus on age-appropriate education enrichment activities adapted to early childhood education. The YMCA of San Diego County will recruit Early Childhood instructional aides to work directly in the after school program to ensure a seamless transition for transitional Kinder. Additionally, efforts will be made to keep the TK/K students in a separate designated area.

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.

Summer Sample Program Schedule

Activity/Duration	Time	Monday- Friday
SS & AS Arrival & Prep (15min)	7:00-7:15am	Set up materials & area for Student Check-In
Staff Prep/Set up (15min)	7:15-7:30am	Formula Five
Check-In & Breakfast (30min)	7:30-8:00am	[1, 2, 3 Check]
		Breakfast & Clean-Up
		SEL Check Ins
Assembly (15min)	8:00-8:15am	DYK: Fact A: Answer
BWB (10min)	8:15-8:25am	Transitions & Prep for Vendors
Vendor Rotations (Olders) or Breakfast & Team Building	8:30-9:30am	Vendor Vendor

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(Youngers) (60min)		Team Building Activity Name Here
BWB (10min)	9:30-9:40am	Transitions & Prep for Vendors
Vendor Rotations (Youngers) or Brain Power Activity (Olders) (60min)	9:45-10:45am	Vendor
		Vendor
		Brain Power Activity
		Name Here
BWB (15min)	10:45-11:00am	Transitions & Prep for Lunch
MVPA (30min)	11:00am-11:30am	Pink: Game Name
		Yellow: Game Name
		Teal: Game Name
		Orange: Game Name
		Green: Game Name
		Red: Game Name
		Purple: Game Name
		Blue: Game Name
		Grey: Game Name
Lunch (60min)	11:30am-12:30pm	Assigned Lunch Area
		Clean-Up starts at 11:50pm
		AM Dismissal??
MVPA (15min)	12:30-12:45pm	Pink: Game Name
		Yellow: Game Name
		Teal: Game Name
		Orange: Game Name
		Green: Game Name
		Red: Game Name
		Purple: Game Name
		Blue: Game Name
		Grey: Game Name
BWB (15min)	12:45-1:00pm	Transitions & Prep for Vendors
Vendor Rotations or ART Activity (60min)	1:00-2:00pm	Vendor
		Vendor
		ART Activity
		Name Here
BWB (15min)	2:00-2:15pm	Transitions & Prep for Vendors
Vendor Rotations or	2:15-3:15pm	Vendor
		Vendor
		ART Activity

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ART Activity (60min)		Name Here
BWB (15min)	3:15-3:30pm	Transitions & Prep for Closing Assembly
Closing Assembly (30min)	3:30-4:00pm	
Sign-Out & Dismissal (30min)	3:30-4:30pm	Math24, Chess, Board Games, Skill Struck Until last student pick-up