

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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**This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)**

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

<b>Name of Local Educational Agency or Equivalent:</b>	Conejo Valley Unified 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. Acacia Elementary
2. Aspen Elementary
3. Banyan Elementary
4. Cypress Elementary
5. EARTHs Magnet School
6. Ladera Stars Academy
7. Lang Ranch Elementary
8. Madrona Elementary
9. Maple Elementary
10. Sycamore Canyon School
11. Walnut Elementary
12. Weathersfield Elementary
13. Westlake Elementary
14. Westlake Hills Elementary
15. Wildwood Elementary
16. Colina Middle School
17. Redwood Middle School
18. Sequoia Middle School
19. Los Cerritos 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.

Inclusive within CVUSD's vision for ELO-P is to focus on the whole child, inspire students to learn, and give parents peace of mind knowing that students are having enriching and meaningful experiences in a safe environment. Within all programming provided TK-6, students will be explicitly taught the behavior expectations and how to work with one another and with staff within the learning environment. Social-emotional learning activities will be provided to support students in their development of decision-making, conflict resolution, collaboration, and emotional-regulation skills. Policies and procedures related to student safety will be developed and implemented with all community partnerships, including Conejo Recreation and Parks District (CRPD), YMCA, and Boys & Girls Club. All health, safety, and behavior procedures will be communicated to staff, students, and families.

For students in grades TK-5, in the 21-22 school year, there will be available programs on all elementary campuses. For 5 of the Title I schools, staff will be provided by the YMCA Find My Genius Program and will all be trained through their YMCA process. The other 2 Title I schools have existing After School Education and Safety (ASES) programs that are contracted by STAR and will not have wait listing practices so that all students requesting STAR can attend. The other 10 elementary sites have a district run Time for Expanded Achievement, Activities and Movement ("TEAM") program that will be staffed with one CVUSD certificated staff member, and classified staff to maintain student ratios. All sites will have at least 2 staff members on site at all times. All 17 elementary school sites will have a separate program in the 22-23 school year. Staffing will occur from YMCA, CRPD and CVUSD.

In Summer 2022 Glenwood Elementary will host a Summer Learning Camp and at the end of the camp day students can attend ELO-P with STAR providing the programming.

For students in grade 6, CRPD and Boys and Girls Club will maintain a sign-in and sign out procedure to document attendance for each student. Facility rules will be reviewed with all student attendees. The CRPD Participant Code of Conduct will be reviewed with student participants on the first day of the program and will be enforced throughout the week during all activities. CRPD and Boys & Girls Club will follow all current CDPH and VCPH COVID-19 guidelines. CRPD and Boys & Girls Club staff will build supportive relationships with students, encourage them to engage in activities, provide them any necessary resources, and monitoring their performance on a daily basis. Within the CRPD intercession and summer program, students will engage in teambuilding activities with Recreation Leaders facilitating social interactions and social skill development in coordination with Outreach Specialists. Outreach Specialists will be on site daily to support the Recreation Leaders and 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.

CVUSD's ELO-P Program will provide students with expanded learning opportunities that are active and engaging based on grade span programming. Staff will utilize student feedback to guide the development of curricula, activities, and projects to align with student needs and interests.

For students in grades TK-5, the YMCA (ACA, LAD, MAD, MAP, WAL) Find My Genius 7 week program uses BellXcel curriculum, STEAM enrichment, academic and social-emotional learning, homework support, sports and snacks. The CVUSD TEAM (ASP, BAN, CYP, ETS, LRE, SCS, WFL, WLE, WHL, WWD) has an ocean themed 6 week program with

hands-on active learning opportunities, as well as homework assistance, social emotional connections, academic learning platforms, and physical activity. The ASES STAR Program (CON and GLN) has run ASES on these sites for 10 years and will continue these programs. Students in these programs have had safe, supportive learning environments since its inception.

For students in grade 6, CRPD and Boys & Girls Club intercession and summer program focuses on provided students with expanded learning opportunities, including homework assistance for summer school. Students will also have access to technology and have an opportunity to develop digital literacy with the use of online platforms (IXL), coding, technology projects, or digital art. Students may also participate in STEAM, outdoor-based activities within CRPD as well as culinary arts within Boys & Girls Club. Students have the opportunity to work in groups and engage in collaborative discussion to accomplish a task or complete a project.

### **3—Skill Building**

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

Through CVUSD's ELO-P Program, students will have a variety of opportunities to engage and experience skill-building activities provided based on grade span programming.

For students in grades TK-5: Students in YMCA, ASES and TEAM will be utilizing academic online learning platforms in order to reach usage goals that are research based for showing progress. Students will be learning new skills in science, art and music through weekly projects and experiences. Staff and students will engage in SEL activities to promote connection and self-regulation.

For students in grade 6 who participate in CRPD's intercession and summer program, CRPD will provide hands-on activities in nature, art, STEAM, and physical education that are active and engaging and promote challenges. In addition, students engage in problem solving activities and develop math literacy within the IXL software. The Boys & Girls Club summer program focuses on STEAM, math literacy with the IXL software, culinary arts, digital art and photograph, coding, and technology group projects.

### **4—Youth Voice and Leadership**

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

Grades TK-5: ASES, TEAM, and YMCA all provide student choice, SEL activities, and various leadership opportunities for students. Staff will get to know students and solicit their input in activities. Art and STEAM projects will be woven throughout the programs for students to share their ideas and explore their voice through project based learning.

Students in grade 6 will engage in leadership activities CRPD intercession and summer program will include youth driven activities (i.e. free choice) or specific materials used that are of high interest to students. Youth Outreach workers will focus on communication skills and ensuring “kindness to peers” during all activities. Each day, Outreach Specialists present a challenge or problem (i.e. school situation, athletic situation, or world situation) that students will work in small groups to solve. Student groups will work together to solve the problem and present their solutions to the whole group.

## 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.

For students in Grades TK-5, CVUSD will partner with Child Nutrition for snacks, incorporate nutrition/health curriculum, demonstrate the importance of exercise and movement, and help students discover new ways to engage in exercise/movement.

For students in grade 6, CVUSD will coordinate with CRPD and Boys and Girls Club to ensure that students will engage in physical fitness activities and games in order to promote physical activity. In addition, students will engage in social-emotional learning that is aligned to the 5 CASEL competencies: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Expectations for behavior are included as part of the Code of Conduct will be reviewed at the beginning of the intercession and summer program and throughout as needed. Students will be held accountable for following the Code of Conduct. Nutritious meals or snacks will be coordinated through CVUSD's Child Nutrition program for all students who qualify.

## 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.

CVUSD's ELO-P Program is committed to diversity, equity, and inclusion and will specifically support English Learners, Foster Youth and socio-economically disadvantaged students to participate. CVUSD and community partners will actively recruit and hire staff that reflects the students participating in the ELO-P Program. Staff will adapt activities to accommodate the physical and developmental abilities of all participants, and actively encourage their participation in the program.

For students in grades TK-5, the ELO-P program at every site is open to all students for enrollment including students in targeted student groups and students with disabilities. CVUSD will provide additional adult support as needed for students with disabilities. CVUSD is also providing bus transportation for general education and special education students that typically have school to home transportation at the end of the school day at WAL, MAP, BAN and MAD. All content in ELO-P at all sites will highlight and feature contributors from diverse backgrounds to continue the district's work in having students see themselves in the curriculum and learn about the contributions of peoples from diverse populations.

Activities provided by Boys & Girls Club for students in grade 6 will support students to develop an appreciation for themselves as unique and special individuals, including developing an understanding of society's diversity, recognizing unfairness, and taking personal leadership in confronting bias. CRPD has a Spanish-speaking liaison available to communicate with Spanish-speaking students and parents. All facilities where ELO-P programming is provided are ADA compliant and activities will be modified for all ability levels

## 7—Quality Staff

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

CVUSD will engage in rigorous recruitment for ELO-P, including certificated and classified personnel. Candidate experience and knowledge will be considered as important factors in the hiring process.

CVUSD will provide professional development to internal staff (i.e. teachers, and paraprofessionals). In addition, CVUSD will provide internal staff with resources and materials to provide programming. CVUSD's community partners will also provide ongoing professional development in youth development principles, safety measures, bullying prevention, and abuse prevention. CVUSD will support and provide professional development for community partners in order to facilitate and incorporate district and program curricula.

CRPD Outreach and Recreation Specialists will oversee the intercession and summer program for 6th grade students. Their qualifications include 2,000 hours of experience in working with youth. Recreation Leaders need to have 500 hours of experience in working with youth. All staff are CPR and First Aid certified.

## 8—Clear Vision, Mission, and Purpose

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

**Vision:** The CVUSD ELO-P program will focus on the whole child, inspire students to learn, and give parents peace of mind knowing that students are having enriching and meaningful experiences in a safe environment. The ELO-P will provide students with access to extended and expanded opportunities that help students build connections and confidence in order to reach their full potential in school and in life.

**Mission:** The mission of the CVUSD ELO-P is to support the overall mission of CVUSD by helping students have an exceptional educational experience filled with opportunity and choice. Students in ELO-P will work with community partners and school staff on innovative and enriching activities that incorporate student voice and leadership in safe, supportive and inclusive environments focused on teamwork and social-emotional skills.

CVUSD's ELO-P will align goals and outcomes with this vision and mission, including policies and procedures, the budget, and professional development.

## 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.

CVUSD's ELO-P Program will collaborate with the following partners to provide intercession, summer, and after school programming: The Conejo Recreation and Park District (CRPD), Boys and Girls Club, YMCA and STAR Education.

CRPD and CVUSD have a long history of working in partnership to offer access to facilities and provide quality youth programming to our community. For Spring Break 2022, CRPD coordinated a program for 6th graders to meet at the Thousand Oaks Community Center to engage in enrichment activities, physical education, science and technology, and social emotional learning. CVUSD will continue to partner with CRPD to provide a similar two-week program during the Summer of 2022.

In addition, CVUSD will partner with Boys and Girls Club during the Summer of 2022 to provide a four-week program as a supplement to the summer school program to provide 6th grade students with enrichment, STEAM, and physical fitness activities, homework support, social-emotional learning.

Elementary schools began two programs in Spring 2022. The first at 10 elementary sites was coordinated by a Principal and staffed with CVUSD teachers and Academic Specialists. Five of the school sites had a partnership with the YMCA to run their Find My Genius Program with students to incorporate Learning and Social Emotional Skills like problem solving. STAR Education continues to run our ASES programs at the two other school sites to incorporate homework time, enrichment, literacy, and math time.

These partnerships are formalized and clearly articulated through approved Memorandums of Understanding, and regular meetings are held with providers to plan, provide feedback, and make adjustments as needed.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

CVUSD has a working ELO-P Committee to help engage with and elicit feedback from stakeholders as we design our ELO-P programs. During spring of the 2021-22 school year, the ELO-P Committee met on a monthly basis to provide input on the ELO-P Plan. In addition, the Committee helped to develop the ELO-P Mission and Vision statements. Different school sites and grade spans have different needs and the Committee aims to be responsive to the site and student needs. As ELO-P is implemented, we will be discussing successes and challenges with the ELO-P Committee and make appropriate adjustments to our ELO-P offerings. During the 2022-23 school year, the ELO-P Committee will meet on a bi-monthly basis.

In addition, CVUSD will conduct parent, student, and staff surveys to elicit feedback from stakeholders on programming to make any needed adjustments to services. Survey results will show the positive impacts parents, students, and staff see from providers, enrichment, experiences, homework, and academics. Surveys will also identify areas of challenge that can be evaluated and adjusted. Surveys will be provided at the conclusion of intercession and summer programming and on an annual basis for instructional day programming.

Continuous quality improvement will be instrumental as future ELO-P funding is uncertain.

## 11—Program Management

Describe the plan for program management.

For the 21-22 school year the Directors of Elementary and Middle School coordinated initial ELO-P offerings for Spring 2022, including the 6th grade Spring Break Camp through CRPD and the TK-5 Elementary ELO-Ps.

Starting with the 22-23 school year, CVUSD has created a Coordinator position to design and manage the ELO-P TK-6, including working with community partners and school sites. The Coordinator will monitor student enrollment, attendance, budget, and engage in continuous quality improvement.

The Director of Elementary Education, the Director of Middle Schools, and the ELO-P Coordinator will review the ELO-P budget and student participation on a monthly basis and meet regularly to engage in ongoing communication, planning, and reflection. The ELO-P Coordinator will provide supervision for school and program staffing and

communicate directly with CRPD, the Boys and Girls Club, and the YMCA staff to monitor student attendance and programming.

## 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.

CVUSD has 16 elementary schools, 1 K-8 school and 4 middle schools. Two of the elementary schools that are also Title I schools have ASES Grant programs that are contracted with STAR Educational Services. For the 21-22 school year, the other five Title I schools have an ELO-P that is contracted with YMCA for their Find My Genius program. The other ten elementary sites have a district run ELO-P Team Program that is staffed with CVUSD teachers and classified staff.

### 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?

ELO-P programs that include TK students will be staffed with additional staff, or students will be placed in grade level groups in order to maintain the pupil-to-staff ratio. Staff that are not experienced in working with TK and K students will receive extra support from site administration and the ELO-P Coordinator.

### 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.

CVUSD TK and K classes dismiss an hour earlier on school sites than students in Grades 1-5.

Sites with space in CVUSD Child Care TK/K Enrichment have students in ELO-P that attend the Child Care Enrichment time and then transition to ELO-P.

Other sites use the following sample schedule:

1:30 - 1:45 Kinder Check-In Snack

1:45 - 2:15 Kinder Intervention/HW

2:15 - 2:35 Kinder PE/Movement Activity

Grade 6 CRPD Intersession

7:30am Free Choice: sports equipment, craft supplies etc.

8:00am Kindness Activity  
8:30am Puzzle of the Day (problem solving activity)  
9:00am Physical Education  
10:00am Nature Activity  
11:00am Art  
12:00pm Lunch (School software computer time)  
1:00pm Science  
2:00pm Physical Education  
3:00pm Group Quest (teambuilding activity)  
4:00pm Free Choice: sports equipment, craft supplies etc..  
4:30pm Pick Up

#### Grade 6 CRPD Summer Session

8:30am Early Drop off: Free Choice of sports equipment, craft supplies, etc.  
9:00am Kindness Activity  
9:30am Physical Education (sport, active group game)  
10:30am STEAM Activity  
11:30am Nature Activity  
12:00pm Lunch  
12:45pm STEAM Activity  
1:45pm Social Skill / Life Skill Activity  
2:15pm Sport / Water Activity  
3:00pm Clean Up / Pick Up

#### Grade 6 Boys & Girls Club Summer Camp Schedule

11:50 - 12:20	Snack Time and Reading Time
12:20 - 1:00	Club Rally
1:00 - 2:00	Homework Club & Math IXL
2:00 - 2:45	Rotation 1: Team Building Workshop
2:55 - 3:40	Rotation 2: Enrichment (STEAM, Leadership, Performing Arts, Technology, Youth for Unity)
3:50 - 4:35	Rotation 3: Social Emotional Learning Workshop
4:45 - 5:30	Snack and Sports & Recreation

**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.