

Expanded Learning Opportunities Program Plan Guide

Prepared by:
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Name(s) of Expanded Learning Opportunities Program Site(s):

1. Barranca Elementary
2. Ben Lomond Elementary
3. Cypress Elementary
4. Grovescenter Elementary
5. Manzanita Elementary
6. Merwin Elementary
7. Mesa Elementary
8. Rowland Elementary
9. Workman Elementary
10. Las Palmas Middle School
11. Sierra Vista Middle School
12. Traweek Middle School

Purpose

The Expanded Learning Opportunities Program (ELO-P) is committed to enriching the lives of Covina-Valley Unified students. Our goal is to create a physically and emotionally safe space for students to grow.

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])

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 school site or off-campus. If not on-site, describe where in the community it will be and how students will be supported to get there.

Covina-Valley Unified School District and its community partners offer a safe and nurturing environment that supports all students' developmental, social-emotional, and physical needs at each elementary and middle school site. The program coordinator and ELO-P staff work closely with the District and school administrations to create District and school-aligned health and safety procedures.

Our program has policies and procedures to

- Clearly document health, safety, and behavior.
- Clearly identify the health and medical needs of students.
- Ensure that staff is easily identifiable.
- Ensure that staff, students, families, and school partners understand where students are throughout the program.
- Clearly document and communicate any incident.
- Maintain accessible records of students with current emergency contacts.

Our program connects students and families to services, organizations, and other resources that provide support beyond after-school and summer programming.

To nurture a positive environment:

- The staff respectfully welcomes each participant each day.
- The staff acknowledges positive behavior and implements a positive behavior plan to complement what is used during the school day.
- A positive relationship between the school site and program leadership is maintained.
- Proactive parent/student meetings are held to foster positive behaviors.

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.

Our program design and activities reflect active, meaningful, and engaging learning methods that promote collaboration and expand student experiences. Program coaches make learning fun and engaging through interactive and social activities.

- The program embraces active learning by providing interactive, hands-on activities.
- Our program uses participant feedback, assessments, and evaluations to guide the development of appropriate programming specific to our students' needs and

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interests. This may include project-based and tactile activities, such as art, games, physical activity or athletics, and leadership.

- Our staff gives students the experience of learning through multiple senses.
- Our staff allows students to work in groups that have a clear purpose.
- Our staff provides opportunities for students to think critically and act on issues and opportunities that are important but also of high interest and relevance to them.
- Students gather evidence to support their ideas and understand other perspectives.
- All students in group work are engaged, cooperate in the group's accomplishments, and are accountable to one another.

Curriculum:

- Age-appropriate activities & discussion
- Aligned with California PE & Health Standards

3—Skill Building

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

Our ELO program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills, and provides activities to help students achieve mastery. Our goal is for students to practice and gain proficiency in a range of SEL skills throughout our program. Additionally, the program coordinator with ELO-P staff work together with site administrators to ensure that staff follows District and school goals and initiatives to support students in improving literacy and math skills.

- Our program supports projects and activities in which students demonstrate mastery.
- Our program supports activities in which students develop and demonstrate 21st-century skills.
- Our program equips students with skills to better manage and express their emotions and socialize with their peers.
- Our staff selects or creates projects that relate to our students' lives.
- Our staff develops learning goals for each activity and communicates these goals to students.
- Our staff facilitates activities and conversations that increase students' 21st-century skills, sense of personal and social responsibility, and understanding of life and career options.
- Our staff use practices that support mastery, such as:
 - Providing students with opportunities to practice skills
 - Sequencing activities allow students to build on previously learned skills.
 - Facilitating student reflections and offering constructive feedback to help students learn from their experiences of successes, mistakes, and failures
 - Helping students link the activity and their lives outside of the program.
- Students work in groups where they practice skills such as team building, collaboration, and use of effective communication.

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- Students are involved in projects, activities, and events that increase their understanding and use of 21st-century skills (e.g., creativity, critical thinking, and information and communications technology).

4—Youth Voice and Leadership

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

Our ELO program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles.

- Our program allows students to share their viewpoints, concerns, or interests to impact program practices or policies.
- Our program provides opportunities for students to exercise their leadership skills and address real-world problems actively.
- Our staff facilitates student voice and leadership in ways that promote positive relationships and empower students to have a positive impact on others.
- Our staff encourages and engages students to share their perspectives regarding program design, what they want to learn, and the quality of their experience in the program.
- Our staff works to recognize the leadership potential in all students and provide opportunities to develop their leadership skills by providing authentic leadership roles.
- Students take responsibility for completing projects.
- Students express their opinions and feedback in surveys or group discussions regarding what they want to learn about, what they want to be able to do, and the development of program offerings that respond to their interests.
- Students reflect on learning experiences (formal and informal).

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.

Our ELO program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle. The District's Nutrition Services Department's meal program meets California Nutritional Requirements.

- Our program creates and maintains a healthy culture and environment positively influenced by a collaborative and coordinated effort of families, schools, and the community.
- Our program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation.
- Our program incorporates nutrition and physical activity into all facets of the

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- program and procedures (meals/snacks, policies, curricula, incentives, etc.).
- Our staff provides daily opportunities for students to engage in developmentally appropriate, research-based nutrition and physical activities.
 - Our staff models good nutrition and participation in physical activity during 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.

Our program creates an environment where students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

- C-VUSD actively recruits and hires staff that reflects the community of the students served.
- We are aware of and seek information and strategies to support all participant needs.
- Our program creates a welcoming environment by representing the diversity of the students through curriculum, program materials, displays, etc.
- Our program implements a plan that reaches out to all students at all TK-8 school sites.
- Our staff adapts activities to accommodate all students' physical and developmental abilities and actively encourages their participation in the program.
- Students and staff are encouraged and are given opportunities to share their diverse experiences and backgrounds.

7—Quality Staff

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

Our District engages in a rigorous recruitment and hiring process. All ELO-P staff are provided with a clear title and job description, training and professional development, resources and materials to deliver activities, and on-the-job coaching. C-VUSD supports staff with information regarding program requirements that affect their day-to-day operations.

The minimum requirements for a program coach and mentor in the ELO program are similar to those that the District uses to hire childcare aides. Strong partnerships with local colleges enable plentiful staffing of coaches who can foster an ongoing education culture. Coaches are recruited from local universities, are W-2 employees, and are thoroughly vetted, including live scans.

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The responsibilities of a program coach and mentor include:

- Work on-site with K-8 classes to teach physical education classes with a social-emotional learning curriculum.
- Demonstrate, engage, and participate in games with students
- Act as a positive and inspiring role model
- Support and collaborate with school staff

Coach training includes

- CASEL competencies & SEL/PE curriculum
- Student engagement & group management
- Health and safety
- In-person field training
- Continuous training & evaluations, using data collected on an ongoing basis.
- Onboarding meetings with site leadership & school administrators

8—Clear Vision, Mission, and Purpose

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

Our ELO Program provides students with the building blocks for a happier life. The ELO program curriculum promotes social-emotional learning and supports mental health and physical well-being. Our goal is for your students to practice and gain proficiency in a range of new SEL skills throughout our program.

The ELO-P curriculum aims to use fun, games, and sports as a vehicle to engage students in social & emotional learning. Key benefits include helping students succeed in both school and life.

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 District is potentially partnering with community organizations to help support its ELO program and provide schools with an invaluable educational experience for students. Our program seeks to collaborate with the appropriate school and community educational partners to leverage resources. We actively reach out and engage potential partners to sustain program services. The District holds collaborative meetings with internal and external partners to discuss the impact, highlights, and growth areas. Students also share their experiences and feedback about the program to inform program design.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

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Our ELO program will continuously use data from multiple sources to assess its strengths and weaknesses to improve the program design, outcomes, and impact. The program will record and keep track of the information it collects to protect the confidentiality of all educational partners. Students and parents will assess strengths and weaknesses and provide input for improvement based on quality standards. The program will share lessons learned and key outcomes with the District Board of Education annually.

Staff demonstrates their commitment to continuous improvement daily through regular reflection and self-assessment of individual performance and attending professional development and training opportunities that expand their capacity. Covina-Valley will evaluate the effectiveness of the District ELO Program through the analysis of attendance data reported to the CDE as required. In addition, each of the school sites will look at discipline and overall school attendance to determine the program's overall effectiveness at the site and for specific students.

11—Program Management

Describe the plan for program management.

Covina-Valley Unified School District has fiscal and administrative practices supported by well-defined and documented policies and procedures that meet state requirements. The District will be responsible for daily program management in collaboration with potential program partners and site administrators.

The program coordinator is responsible for program development, grant management, compliance, reporting requirements, program budget monitoring, program plan updates, meetings with program partners, meetings with community partners, and quarterly meetings with the Assistant Superintendent of Educational Services.

Program coaches/mentors supervise groups of students, implement program components, communicate with program parents, attend monthly professional development, and attend scheduled staff meetings.

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.

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Covina-Valley Unified ASES and ELO-P Program will expand the number of spaces provided at each site for after-school programs. The District also offers a seamless fee-based program at some sites where the need for child care exceeds the grant allotment.

Students can participate in a seamless quality after-school program at any elementary or middle school. Staff training will be based on providing the highest quality of programming regardless of the family's ability to pay for a program. This will lead to equitable programming across the district for all students

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?

Covina-Valley Unified will serve Transitional Kindergarten and Kindergarten students at or under the 10 to 1 ratio. The schedule for our Transitional Kindergarten and Kindergarten students will provide opportunities for students to participate in social activities with peers, work on academic skill-building, and participate in enrichment activities and physical education that develops skills and social competencies. Staff are trained and will use that training to plan a developmentally appropriate curriculum for the age group. Some Transitional Kindergarten students may be served in our State Preschool program.

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.

C-VUSD Sample School Year Schedule:

Grades	School Day Schedule	ELO-P Schedule
TK/K	8:15 a.m. - 1:00 p.m.	1:00 p.m. - 5:15 p.m.
1-5	8:15 a.m. - 2:35 p.m.	2:35 p.m. - 5:15 p.m.
6	8:00 a.m. - 2:47 p.m.	2:47 p.m. - 5:15 p.m.

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C-VUSD Sample Intersession Schedule:

Grades	ELO-P Schedule
TK/K	8:00 a.m. - 5:00 p.m.
1-5	8:00 a.m. - 5:00 p.m.
6	8:00 a.m. - 5:00 p.m.

C-VUSD Sample Summer Schedule:

Grades	Summer School Schedule	ELO-P Schedule
TK/K	8:00 a.m. - 12:15 p.m.	12:15 p.m. - 5:00 p.m.
1-5	8:00 a.m. - 12:15 p.m.	12:15 p.m. - 5:00 p.m.
6	8:00 a.m. - 12:15 p.m.	12:15 p.m. - 5:00 p.m.