

**CAPISTRANO UNIFIED SCHOOL
DISTRICT**

**EXPANDED LEARNING
OPPORTUNITIES PROGRAM
(ELOP) PLAN**

Board approved 8-17-2022



Expanded Learning Opportunities Program

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

Local Educational Agency (LEA) Name: Capistrano 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.

Elementary Schools	Middle Schools	K-8 Schools
Ambuhel	Aliso Viejo	Arroyo Vista
Bathgate	Don Juan Avila	Esencia
Benedict	Bernice Ayer	Carl Hankey
Bergeson	Marco Forster	Vista del Mar
Canyon Vista	Ladera Ranch	
Castille	Las Flores	
Chaparral	Newhart	
Concordia	Niguel Hills	
Del Obispo	Shorecliffs	
Don Juan Avila		
George White		
Hidden Hills		
Kinoshita		
Ladera Ranch		

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Laguna Niguel		
Las Flores		
Las Palmas		
Lobo		
Malcom		
Marblehead		
Moulton		
Oak Grove		
Oso Grande		
Palisades		
Reilly		
RH Dana		
RH Dana ENF		
San Juan		
Tijeras Creek		
Viejo		
Wagon Wheel		
Wood Canyon		

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

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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>.

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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 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.

The Expanded Learning Opportunities Program will provide a safe environment that supports the physical and social-emotional needs of students. Depending upon the site, ELOP will be held either on or off site.

For on-site ELOP, the staff will oversee the attendance sign-in and parent/guardian sign-out process. All staff are trained in safety and are first aid certified. The safety procedures for the ELOP are aligned to the school day procedures. In collaboration with site administration, each program will participate in safety drills. All staff wear staff identification badges, so they are easily identifiable. A daily schedule is posted in the classroom with the indoor and outdoor activities. Staff have clipboards with groups and student names to ensure supervision where students are located.

For off-site ELOP, transportation has been arranged from school to the off-site location. This location is in their school community. Students are checked in upon arrival and parents are contacted if a child is not there that should be present.

In addition, District teachers and approved vendors will supplement the ELOP program by offering enrichment sessions on site. Teachers and vendors will work with the onsite programs to ensure student safety.

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.

ELOP programs are developed with consideration for the individual and developmental needs of students. The ELOP will engage student participants in activities that promote collaboration and introduce students to a variety of experiences. Enrichment opportunities will include hands-on activities that promote social emotional learning, literacy, and communication, collaboration, critical thinking, and creativity. Enrichment activities such as sports, dance, theater, chess, origami, and Lego building will be offered. In addition, District teachers will assist with homework Monday-Thursday.

The ELOP will provide fun, enriching activities aimed towards increasing a child's intellectual, social, and physical fitness needs. The programs will have a welcoming atmosphere aimed at encouraging each child's self-confidence while working to

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stimulate the child's creativity and critical thinking skills under the leadership of caring, competent and trustworthy staff members.

3—Skill Building

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

The goals of the ELOP align with the 4 Cs-Communication, Collaboration, Critical Thinking, and Creativity- as well as social emotional learning (SEL). These 4Cs will be promoted by enrichment activities that promote active and engaged learning. These activities will intentionally link goals and curricula with 21st century skills helping students achieve mastery in content areas.

Students will develop SEL skills through participation in team building activities that build trust and communication, mindfulness practices to identify and regulate emotions, and restorative justice practices that invite students to repair harm. Students will also have multiple opportunities to participate in athletics, physical fitness activities and dance, which will promote healthy lifestyles and support gross motor skill development.

4—Youth Voice and Leadership

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

The ELOP will provide and support intentional opportunities for students to play a meaningful role in program design and implementation, and provide ongoing access to authentic leadership roles. The ELOP curriculum is flexible and highly adaptable to the skill levels of the students and will constantly challenge students to help guide the subjects being taught in class.

Students in the ELOP will also have opportunities to participate in service learning projects. These projects will be determined by the students and supported by the staff. During monthly staff meetings, students' ideas are heard and considered for implementation.

Considering the distinct culture of each school community as well as the diverse needs of the students themselves, students will have the freedom to choose how they spend a portion of their time based on their own interests.

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

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snacks during the ELO-P hours of programming.

ELOP will support student well-being and healthy lifestyles through physical activity, nutrition education, healthy meals, and outdoor education. Children in the TK and kindergarten program will participate in age-appropriate movement and play opportunities. Students in grades 1-6 will have options to participate in various organized and developmental sports activities.

All staff and students follow State and County health and safety guidelines. Part of ELOP curriculum focuses on eating healthy snacks, proper serving sizes, and why it is important to eat healthy. Nutritious snacks are served daily and all meals served during the additional 30 non-instructional days follow CA Nutritional Guidelines. Examples of snacks include grain cereal, carrots, Triscuits, Greek yogurt with fruit, cheese and apples, and string cheese.

Another part of the wellness plan is to encourage the development of positive character through a Character Counts program. The program uses four core values: honesty, respect, responsibility and caring. ELOP staff use this language to acknowledge students' actions. For example, "Thank you for picking up your trash. That was very responsible of you." Students also receive tickets for weekly raffles. They also have the award "Student of the Month".

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 ELOP environment values and embraces diversity and equity for all students. Through a variety of activities, students develop a better understanding and appreciation of diverse cultures and their values. Staff will work to link activities to students' backgrounds, experiences, and knowledge. Program planning is also done through a culturally responsive lens. Activities and learning experiences that celebrate the cultural diversity among our students will be planned. There is special attention to ensuring activities are inclusive of all students' and staff members. Our students and staff will be given opportunities to share, from their diverse experiences and backgrounds. Reading materials selected for activities will represent the diversity of student participants.

The program will actively recruit staff who reflect the community of the students served. Help completing forms and applications will be available from bilingual staff and program information will be available in English and Spanish. Translation and interpretation services are provided to support parents with access to information and to create a welcoming and inclusive environment. ELOP staff also work with teachers and principals to implement strategies to support students (tailored to each individual

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student) based on what is successful during the regular day program.

Late afternoon bus transportation is provided to students on existing bus routes to reduce barriers to participation. Other school staff (principals, counselors, teachers, and office staff) will communicate physical and developmental needs of individual students to site coordinators, including students with disabilities.

7—Quality Staff

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

The program will recruit and retain high quality staff. Although ELOP staff will be hired and employed by contracted agencies, staff directly supporting children in the program will meet the same minimum requirements as Instructional Assistants. ELOP staff members go through an intensive hiring process that includes in person interviews, reference checks and a DOJ livescan background and fingerprint check. Staff members have completed first aid and CPR training.

Initial and ongoing training will be provided to support the staff in educational, behavior management, strategies for working with English Learners, and students with disabilities, health and safety, and must complete Mandated Reporting Training annually. The ELOP Staff will participate in professional development as required by the partner agencies based on staff and student needs.

8—Clear Vision, Mission, and Purpose

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

The mission of the ELOP is aligned to the District’s Mission to “prepare students to meet the challenges of a rapidly changing world” and with the District’s Vision of “an unwavering commitment to student success.” The goal is for all students to be college and career ready and to develop the key attributes in the Vision of a CUSD Graduate. In order to achieve this, the ELOP is aligned to the District’s Multi-Tiered System of Supports (MTSS) plan. Appropriate interventions and enrichment classes will meet the academic, social-emotional, and behavioral needs of students.

The Vision of a CUSD graduate is to engage students in meaningful, challenging and innovative educational experiences that will result in every graduate developing key characteristics to be successful in college and careers. The ELOP will support this work by providing an expanded learning program that will give students the opportunity to further develop the skills of the 5 key attributes of the CUSD Graduate: *engaged citizen, innovative problem solver, continuous learner, skilled communicator, and inspired leader.*

The purpose of the ELOP is to offer a cohesive segment of the child’s day that fluidly allows them to transition from their daily school routines to their after school activities. The goal is to cultivate a meaningful learning environment that enhances the child’s expanded learning experience.

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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.

The District has developed partnerships with outside agencies to provide programs, enrichment activities and staffing for the ELOP. Collaborative partners meet multiple times during the year to engage in professional learning, articulation, and engage in continuous quality improvement. The Expanded Learning Quality Standards are discussed and ideas for best practices are shared. Partners who participate in these meetings include principals, partner agencies, site coordinators, and District Office staff. The ELOP will collaborate with school site leaders to ensure that there is an integrated partnership between the school site and the ELOP.

Staff from all agencies will work collaboratively with the guidance and direction of the Director, Expanded Learning. District and partner agencies' administration will communicate monthly regarding professional development, staffing updates, programs, policies, and improvement.

District and community partners will participate in Orange County Department of Education (OCDE) Expanded Learning Communities of Practice meetings and other CA Department of Education and OCDE Expanded Learning professional learning opportunities that will provide additional resources, support and training. The District will also continue to seek partnerships with outside agencies who can provide resources to students.

ELOP staff will also conduct parent surveys regularly for program evaluation and continuous improvement.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

ELOP uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. The Continuous Quality Improvement (CQI) process will incorporate feedback from staff, parents, students, teachers, and partners. The feedback will inform program goals and plan.

The Director, Expanded Learning will collect data from surveys and meetings to help guide program improvement and design. In collaboration with community partners, teachers, program staff, and other administrators, the Director, Expanded Learning will document goals and actions that will be reviewed and revised annually.

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11—Program Management

Describe the plan for program management.

The Executive Director, State and Federal Programs and the Director, Expanded Learning Program, in collaboration with other district and site administrators, will be responsible for overall program oversight.

Management will include guiding the program improvement process, submitting necessary data reports to CDE, facilitating monthly meetings with partner agencies and site coordinators, developing a professional development plan, pursuing community partnerships, and providing program information to the District community. An Accounting Technician and Account Clerk assists with fiscal accounting and expenditure reporting requirements.

Partner agencies contracted with the District will implement the daily operations of the program at each school site and off-site locations. Responsibilities include recording attendance, sharing program information with parents, ordering materials, meeting with site administrators, delivering expanded learning services, and conducting staff meetings.

Program staff have a sign-in and sign-out procedure to accurately account for all students. Staff sign students in and parents individually sign students out.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

The District receives funding to operate the After School Education and Safety (ASES) program at five elementary schools. ELOP funds will allow the District to increase the number of students served in grades TK through 6 for after school, summer and intersession opportunities at no cost to families. ELOP funds will pay for program staff, materials, and transportation to increase the number of students served.

The ELOP will be modeled after the ASES program policies and procedures and will be revised as needed once the ELOP audit guide is published. ELOP funds will also provide enrichment programs, such as dance, drama, chess, and origami. The Expanded Learning Programs in the District will become a comprehensive program. Staff will coordinate both the ASES and ELOP funding streams to an articulated TK-6 program.

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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 TK/Kindergarten program provides a balanced approach of play and academics. Staff use child-guided inspiration to support learning, taking their cues from children's interest and expanding into activities and projects. TK/K ELOP activities enhance early learning in literacy, mathematics, and writing skills, as well as social emotional development and hands-on learning. Student to teacher ratios will be 10:1.

TK/Kindergarten staff meet with teachers and Early Childhood Education staff to discuss program goals, strengths, and challenges and builds adult guided experiences to complement school day learning. Professional development of TK and Kindergarten program staff includes a new hire orientation that covers basic health and safety and program implementation. Additional professional development topics include problem-solving, developmentally appropriate programming, child assessment, positive relationships, and basic health and safety standards.

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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.

Sample TK AM Schedule (School Day)

6:45-7:45 Before School Care

7:45 - 11:38 Regular School Day

11:38 - 11:45 TK/Kinder Pick Up

11:45 - 12:00 Wash Hands

12:00 - 1:00 Snack Outdoor play

1:00 - 2:00 Hands-On Learning

2:00 - 2:15 Read Aloud

2:15 - 3:00 Physical Education

3:00 - 3:10 Wash Hands

3:10 - 3:40 Enrichment class #1

3:40 - 4:10 Enrichment class #2

4:10 - 4:30 Snack

4:30 - 5:30 Hands-On Learning

5:30 - 5:45 Read Aloud

5:45 - 6:00 Pick Up/Closing

TK PM Schedule (School Day)

6:45-9:00 Before School Care

9:00-9:15 Drop Off/Walk to class

9:15-1:08 Regular School Day

1:08 - 2:00 Hands-On Learning

2:00 - 2:15 Read Aloud

2:15 - 3:00 Physical Education

3:00 - 3:10 Wash Hands

3:10 - 3:40 Enrichment class #1

3:40 - 4:10 Enrichment class #2

4:10 - 4:30 Snack

4:30 - 5:30 Hands-On Learning

5:30 - 5:45 Read Aloud

5:45 - 6:00 Pick Up/Closing

Sample K Schedule (School Day)

6:45-7:45 Before School Care

7:45 - 1:55 Regular School Day

1:55 - 2:10 Kinder Pick Up

2:10 - 2:30 Snack

2:30 - 3:00 Physical Education

3:00 - 4:00 Power Half Hour (Homework Support with CUSD teachers)

4:00 - 4:30 Enrichment class #1

4:30 - 5:00 Enrichment class #2

5:00-5:25 Physical Education

5:30-6:00 Pick Up / Closing

Sample 1st-5th Grade Schedule (School Day)

6:45-8:00 Before School Care

8:00 - 2:20 Regular School Day

2:20-2:40 Attendance/ Drop off

Belongings 2:45-3:00 Snack Time

3:00-4:00 Power Hour (Homework Support with CUSD teachers) 4:00-4:30 Enrichment class

4:30-5:00 Enrichment class

5:00-5:25 Physical Education

5:30-6:00 Pick Up / Closing

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Sample 6th Grade Schedule (School Day)

8:45-3:25 Regular school day

3:25 -3:45 Attendance/ Drop off Belongings

3:45-4:00 Snack Time

4:00-5:00 Power Hour (Homework Support with CUSD teachers)

5:00-5:50 Enrichment #1

5:50-6:00 Pick Up / Closing

Sample Schedule TK-6th (Non School Day)

8:30 - 9:30 Morning Free Time

9:30 - 10:00 Hands-on Learning Activity

10:00 -10:30 Snack Unstructured Outdoor play

10:30 -11:30 Enrichment #1

11:30 -12:00 Physical Education

12:00 -12:30 Reading

12:30 - 1:30 Lunch/ Unstructured Outside Time

1:30 - 2:30 Enrichment #2

2:30 - 3:00 Small Group Instruction

3:00 - 3:30 Snack/ Unstructured Outdoor Time

3:30 - 4:30 Enrichment #3

4:30 - 5:30 Small Group Instruction

5:30 Pick Up

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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 school sites, 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 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites 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

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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.