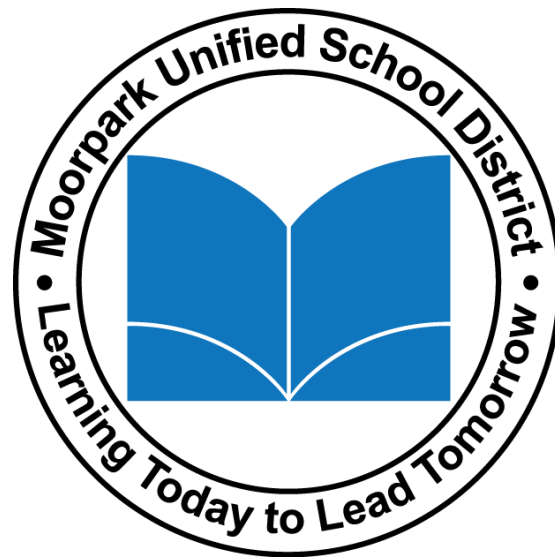


# MOORPARK UNIFIED SCHOOL DISTRICT EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) PLAN 2023 - 2026



Prepared by MUSD Instructional Service Department  
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**ELOP School Sites:**

- Arroyo West Active Learning Academy
- Flory Academy of Science & Technology
- Mountain Meadows 21st Century Learning Academy
- Peach Hill Academy
- Walnut Canyon School
- Campus Canyon College Preparatory Academy
- Chaparral Middle School
- Mesa Verde Middle School

# MUSD Expanded Learning Opportunities Program Plan

**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 Moorpark Unified School District (MUSD) provides a safe and supportive expanded learning opportunities environment that enriches the lives of our TK - 8 grade students. Each school site offers after school programs during the school year and includes district-wide opportunities for 30 additional non-instructional days of programming. MUSD's after school programs are operated by the district and also in partnership with community organizations such as the Boys & Girls Club, YMCA, and Moorpark Parks and Recreation Department.

The operating hours for after school programs begin at the end of the school day. A check in process is in place to ensure the program can identify when the student arrives. Students are either released by their teacher to the after school program or students are provided transportation to attend a program at another program site. A check out process is also in place to timestamp when a student leaves the program at the end of the day. The check in and check out procedure is recorded for the safety of the student. In many cases the expanded programs close at 6:00 pm, but all ELOP programs operate during the school day for a minimum of nine hours that include instructional minutes, recess, meals, and after school program minutes to meet the required operating hours.

MUSD operates two after school programs. The expanded learning program at Walnut Canyon School provides a focus on the cultural arts (cultural arts program or CAP), and the expanded learning program at Flory Academy of Science and Technology (called Success Express) focuses on technology, science, math, fine arts, and physical education.

The Boys and Girls Club offers after school programs onsite at Arroyo West Active Learning Academy, Mountain Meadows, Campus Canyon, Chaparral Middle School, and Mesa Verde Middle School. For students who attend Flory Academy of Science and Technology and Peach Hill Academy, transportation is provided to the Boys and Girls Club's main facility called the Moorpark Clubhouse. The Moorpark Clubhouse is located adjacent to Walnut Canyon Elementary School and includes a large gym for basketball, volleyball, and other physical indoor activities. The Campus Canyon after school program is available for TK – 8 students and is funded by the California Department of Education After School Education and Safety (ASES) program grant and meets all ELOP requirements.

The YMCA operates programs at Arroyo West Active Learning Academy, Mountain Meadows 21st Century Learning Academy, and Peach Hill Academy.

The Moorpark Parks and Recreation Department offers an after school program for MUSD middle school students. Transportation is provided from Chaparral and Mesa Verde Middle Schools to the Arroyo Vista Recreation Center, which is the main Parks and Recreation facility and offers a full basketball gym, tennis courts, baseball field, soccer fields, outdoor and indoor space for enrichment activities.

MUSD offers expanded learning programs during intersessions such as spring break and summer to provide up to 30 days of enrichment. During the summer, students are invited to either participate in a 5-week Find My Genius program offered by the YMCA or in summer programming offered by the Boys and Girls Club.

Transportation is provided when necessary for students who need to participate in an after school program offered at another site. All MUSD and partner organization school bus drivers are highly trained and meet all state mandated requirements. All vehicles are regularly maintained and drivers are required to be trained and meet all state mandated requirements.

Classrooms and bathrooms that are used for MUSD expanded learning programs are regularly maintained and inspected by the MUSD facilities department and partner organization staff to ensure safe, clean, and healthy conditions.

MUSD is committed to educating the whole-child including supporting the social-emotional needs of our students. Wellness resources and materials such as posters, calming blankets and pillows, and flexible seating are available to students to attend to their social-emotional needs to provide a supportive learning environment that promotes their mental and emotional health.

MUSD maintains a ratio of no more than 1 teacher for every 20 students who are kindergarten to sixth grade and 1 teacher for every 10 transitional kindergarten students. Additional programming and staff including volunteers will be identified to provide extra-curricular enrichment and academic support for students when available and needed.

## **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.**

All MUSD after school programs offer opportunities for active and engaged learning to develop skills in social-emotional learning, academics, and enrichment activities.

In 2022, MUSD invested in Wellness spaces and resources at all grade levels including at our elementary schools. The Wellness spaces and resources are places for helping students learn how to regulate their emotions and develop resiliency among other social-emotional

competencies. MUSD believes that the after school program is a natural extension and opportunity to support social-emotional learning needs and skills. MUSD after school programs have Wellness resources such as comfortable spaces, calming materials, and social-emotional learning (SEL) curriculum.

MUSD after school program students have designated time to receive help with homework and to reinforce and build new academic skills in English Language Arts and math. MUSD provides a literacy-rich environment by providing books from diverse authors and subjects to promote reading for enjoyment as well to build on reading skills practiced during the school day.

Enrichment activities are an important component of all MUSD after school programs. These activities center around hands-on and engaging experiences that complement and support the instructional day. A variety of enrichment activities and programs are offered by different after school programs. The MUSD CAP and Success Express programs offer classes in art, coding/technology, science, physical education, theater, dancing, music, martial arts, ceramics, and sewing. Similarly, the Boys and Girls Club and YMCA programs offer daily extra-curricular activities and field trips. A particular focus on science, technology, arts, engineering, and math (STEAM) experiences are provided throughout the school year. Weekly outdoor learning and activities are part of all MUSD after school programs.

### **3—Skill Building: Describe how the program will provide opportunities for students to experience skill building.**

Academic and extracurricular enrichment skill building is a priority in MUSD's after school programs. All of our after school programs provide structured time for homework completion to support academic success. Some programs offer lessons from enrichment curriculum that support the development of literacy and math skills to accelerate learning to meet the needs of students who may have academic gaps.

An important component to each of our after school programs include extracurricular enrichment activities that build new skills for students. These activities are based on student interests and include STEAM, outdoor games, theater, and music.

Program staff collaborate with on-site teachers and administrators to identify and ensure how to align academic and extracurricular activities with the regular day. Interest based clubs and activities that are not offered during the school day, such as a Leadership Club, can be implemented during the after school program. The school administration can identify community service projects for the after school program to implement and benefit the greater school community. The after school Site Coordinator is in contact with school administration to provide additional services as needed.

#### **4—Youth Voice and Leadership: Describe how the program will provide opportunities for students to engage in youth voice and leadership.**

MUSD after school programs are a welcoming and inclusive space to encourage and value youth voice and leadership. The implementation of daily check-ins with students as they enter the program is one example of a social-emotional learning (SEL) and wellness strategy to let students know that they matter and a caring adult is available to them. All programs will implement SEL strategies to create an inclusive environment that promotes youth voice. There are lessons offered in the SEL curriculum that include opportunities to build leadership skills through group project work, decision-making, and building public speaking skills. Student surveys are implemented to help identify what students are interested in.

Each program offers a variety of opportunities to empower students. Students have an opportunity to participate in interest groups such as the Leadership Club, which is composed of at least two students per grade level. The Leadership Club is a safe place to empower student voices and grow leadership skills. Leadership Club members meet weekly to share ideas and work in a “no judgment” zone. Students in higher grade levels mentor students who are in lower grade levels. Leadership Club members lead annual service projects to meet school and community needs.

#### **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.**

Daily outdoor and physical activities are an integral part of each after school program in MUSD. Each after school program offers daily physical activities that include learning and participating in sports and outdoor games including 4-square, basketball, tether ball, soccer, and jump roping. Instructors have access to a variety of athletic equipment including tennis balls, hula hoops, basketballs, and soccer balls.

A healthy snack that meets EC Section 8482.3(d) is provided each day for participants, which is an opportunity for program staff to reinforce healthy eating habits. Lessons on making responsible choices are part of the SEL curriculum and are opportunities to promote healthy behaviors and eating. Lessons on healthy eating include how to safely prepare and cook healthy snacks and meals.

All MUSD after school programs offer wellness spaces and resources to help students maintain a healthy mind and body. These spaces in the classroom help students stay relaxed and calm. Wellness resources such as fidget spinners and coloring books are helpful Wellness resources that assist students in managing their emotions if they are upset.

**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 MUSD after school programs are inclusive and promote diversity by creating welcoming and safe spaces. All MUSD after school programs implement strategies such as CHAMPS from Safe and Civil Schools to establish and maintain clear expectations for student behaviors that honors participation from all students. After school program students have access to diverse literature and authors. Cultural lessons and activities are provided each month to teach students about different ethnicities and cultural traditions such as foods, games, and artists.

After school programs have staff who are bilingual in Spanish to assist students and families who are English learners. All program documents, such as flyers, information packets, and handouts are available in English and Spanish.

The after school program staff work with parents, teachers, and school administration to serve students with special needs and from economically disadvantaged families. The after school program staff identify students in need of academic support using assessment data. The after school program provides homework assistance and additional enrichment activities to support students and accelerate their academic growth. After school program staff can provide information about referral services, food assistance programs, and other opportunities for students and families who are experiencing economic hardship.

**7—Quality Staff: Describe how the program will provide opportunities for students to engage with quality staff.**

All after school program staff meet or exceed the minimum requirements written for the MUSD Instructional Assistant position. To recruit and maintain high quality after school program staff, staff openings are posted on local job boards. Interviews are conducted to discuss an applicant's past experience and knowledge in working with or volunteering with students. An opportunity is given to discuss the applicant's special interests and how those can be shared with students in the program.

After school staff meet daily to discuss, plan, and prepare for the program. Any relevant changes or needs, as determined by the Site Coordinator, will be discussed prior to the afternoon. Site Coordinators will meet regularly with MUSD staff to align program goals and to discuss support for professional development. Monthly professional development opportunities are provided in person and/or virtually to develop new skills and enhance safety practices.

## **8—Clear Vision, Mission, and Purpose: Describe the program’s clear vision, mission, and purpose.**

In the fall of 2022, the MUSD developed the following expanded learning opportunities program vision and mission statement.

*The Moorpark Unified School District Expanded Learning Opportunities Program (ELOP) vision is to increase academic achievement, social-emotional growth, leadership skills, and extra-curricular enrichment **for all students** in a caring, safe, and structured environment outside of the regular school day and instructional school year to foster the joy of learning.*

*The Moorpark Unified School District Expanded Learning Opportunities Program mission is to create an environment that fosters student-centered activities, parent engagement, and homework completion. The ELOP will strive to offer a variety of activities for students including field trips, STEM experiences, project-based learning, music, and arts. Students will have a trusted educator who will care for them and help with their homework to strengthen their academic confidence and skills. The MUSD ELOP will implement strategies to support social-emotional learning and build on positive interactions with their peers and adults.*

MUSD continues to assess the needs of the school, parents, and students in a variety of ways including parent surveys, student surveys, teacher and administration surveys, and student report cards. In addition, MUSD meets with the leadership from each of the after school programs to monitor the progress and effectiveness of student programming and to address student engagement and academic needs.

## **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**

In order to provide a variety of expanded learning opportunity programs, MUSD partners with several organizations including the Boys and Girls Club, YMCA, police and fire departments, guest speakers, local farms for field trips, and other educational organizations. The Moorpark Police and Fire Departments provide site level staff with safety walkthroughs and professional development opportunities. Local scientists and business owners visit and speak with our after school students, and students have an opportunity to participate in field trips to local farms.

MUSD actively participates in regional convenings with surrounding counties to learn from other after school programs. These regional meetings are organized by the Ventura County Office of Education Region 8 Expanded Learning division. In addition, MUSD collaborates with Region 8 Expanded Learning division staff for technical support, professional development, and program evaluation services.



MUSD works collaboratively with all partnering organizations and their leadership to provide effective social-emotional, academic, and enrichment programming. The after school Site Coordinators and MUSD leadership meet annually to review, discuss, and update the program plan, or when changes are necessary to respond to student needs. MUSD shares academic information and data when appropriate to after school program staff to assist in supporting student academic growth. Additionally, after school partners are invited to MUSD professional development opportunities.

## **10—Continuous Quality Improvement: Describe the program’s Continuous Quality Improvement plan.**

MUSD implements continuous quality improvement cycles recommended in the “Quality Standards for Expanded Learning in CA: Creating and Implementing a Shared Vision of Quality” to help every student, every day, be successful. This improvement cycle includes assessing program quality, planning, and improving program quality in all twelve expanded learning standards. All after school programs offered at each site identify areas for improvement. MUSD meets regularly with after school program staff to identify a plan to improve the quality of the service provided by the program. MUSD monitors the implementation and receives updates from the after school program staff.

A variety of data is used to identify areas of improvement in our after school programs. Student and parent satisfaction surveys are administered. These simple questionnaires provide opportunities for families and students to give feedback to after school staff to ensure that the programs are continuously meeting the current needs of families. Staff evaluate the results and develop a plan to adjust the program’s activities accordingly. MUSD works with each of the after school programs to identify how to monitor the implementation. California Healthy Kids Survey Results and program staff input are used to identify student emotional needs. California Assessment of Student Performance and Progress (CAASPP) results are used to identify academic areas of growth. Student formal and informal surveys are used to identify enrichment activities, programming, and student interest groups.

## **11—Program Management: Describe the plan for program management**

MUSD ELOP funding supports the vision, mission, and goals of the expanded learning programs. Program funding provides staffing as well as materials and supplies to support the academic and enrichment activities. Each after school program has a Site Coordinator or similar role who is responsible to plan daily activities that include academic, social-emotional, and enrichment activities to support student growth. The after school program staff provide students with homework assistance, academic intervention, fun recreational and social-emotional activities, physical fitness, and healthy habits and behaviors activities. The after school program staff meet regularly for a coherent and effective implementation.

Program staff work to bring out the best in each young person, inspiring and enabling all children to reach their full potential as productive, caring, and responsible citizens. This requires providing professional development that supports the staff to be effective and to create a safe and engaging learning environment.

The ELOP program plan is reviewed on an annual basis with the MUSD and after school leadership staff. The after school programs are required to implement programmatic and fiscal requirements. Each after school program has a management and fiscal organizational structure in place that develops and implements policies, procedures, and practices that are based on MUSD's program goals, vision, and design.

**Fiscal Accounting** – The MUSD Assistant Superintendent of Instructional Services and district staff including Fiscal Services works with all after school program providers to ensure that all programs adhere to local and state operational and reporting requirements. The MUSD completes and submits all required documentation into ASSIST (web-based reporting system) by the required due dates and ensures the district is in compliance in all areas of spending.

The after school programs are required to submit financial reports to MUSD at least quarterly, along with supporting documentation for all allowable expenses for each program. Fiscal Services verifies the accuracy of the reports and includes additional applicable expenses made by MUSD. MUSD submits regular financial reports to California Department of Education (CDE) on a quarterly basis.

**In-Kind Match** – MUSD is responsible for overseeing several after school partnerships and grants including the CDE After School Education and Safety (ASES) program that requires an in-kind contribution by the district. MUSD ensures that it fulfills in-kind match requirements at 33% of the state grant amount. The after school program recipient understands that no more than 25% of this amount may be applied to facility usage. Additional in-kind services are derived from related administrative and support staff that are not expensed with restricted state funds, such as in-kind snacks and program materials, and other related in-kind services.

**Attendance** – The after school programs value attendance as a crucial part of student success. Consistent attendance in both school and after school programs maximizes student learning and progress. All after school programs reach out to families if there are gaps in regular attendance in the program.

Attendance of students is tracked by after school staff manually or digitally at check-in and check-out each day. Parents are required to verify that they are signing their child out daily to ensure students are released to designated authorized person(s).

The early release policy is communicated to all families and is required by the ASES program. The ASES after school program staff record any early release and collect documentation to excuse the early release, which is permitted no more than twice a week. The after school program staff communicates with parents if the program requirements are not being met, along with any consequences for not following the early release policy requirements.

After school program attendance records are submitted to MUSD on a monthly basis and are compared with school attendance records for accuracy. The school site administration communicates with after school program staff regarding any changes with the school calendar and bell schedules.

## **General Questions**

**Existing After School Education and Safety (ASES) grantees. ASES 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 grant is held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.**

MUSD is a recipient of an ASES grant and implements the program at Campus Canyon College Preparatory Academy. This program is integrated into our ELOP program by serving all TK - 8 students from Campus Canyon who can fully participate and meet the required attendance. ASES programming and requirements are consistent with all of the ELOP funded after school programs. MUSD partners with the Boys and Girls Club to operate an ASES program that implements social emotional learning, homework completion help, and enrichment activities. ASES enrichment activities are consistent with ELOP programming at other after school sites and include physical exercise, leadership opportunities, and STEM projects.

A healthy snack that meets EC Section 8482.3(d) is provided each day for participants, which is an opportunity for program staff to reinforce healthy eating habits. Lessons on making responsible choices are part of the SEL curriculum and are opportunities to promote healthy behaviors and eating. Lessons on healthy eating include how to safely prepare and cook healthy snacks and meals.

Attendance of students is tracked by after school staff manually or digitally at check-in and check-out each day. Parents are required to verify that they are signing their child out daily to ensure students are released to designated authorized person(s). The early release policy is communicated to all families and is required by the ASES program. The ASES after school program staff record any early release and collect documentation to excuse the early release, which is permitted no more than twice a week. The after school program staff communicates with parents if the program requirements are not being met, along with any consequences for not following the early release policy requirements.

**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?**

All MUSD after school programs are available to transitional and kindergarten students. Transitional and kindergarten students are placed in classrooms with a pupil-to-staff ratio that does not exceed 10 to 1. After school staff are highly-trained to care for transitional and kindergarten students. To help transitional kindergarten students academically progress and grow, after school staff are trained in the CA Preschool Learning Foundations. The CA Preschool Learning Foundations prepare students with the key knowledge and skills to be successful in kindergarten and beyond. All MUSD after school programs foster a hands-on and language rich classroom for transitional kindergarten and kindergarten students. The transitional and kindergarten after school program reinforces positive social-emotional development and prepares students for success in the classroom.

## **Sample Program Schedules**

### **After School Program Schedule**

|                   |                                                  |
|-------------------|--------------------------------------------------|
| 8:15 am – 2:35 pm | School Hours                                     |
| 2:35 pm – 2:45 pm | Scholars arrive & SEL Mood Ring Tracker          |
| 2:45 pm – 3:15 pm | Outdoor Play - Collaborative game/Free Play      |
| 3:15 pm – 3:30 pm | Snack                                            |
| 3:30 pm – 4:00 pm | Academic Enrichment Curriculum - Math or Reading |
| 4:00 pm - 5:15 pm | Homework Help                                    |
| 5:15 pm- 5:45 pm  | Enrichment Activity                              |
| 5:45 pm - 6:00 pm | Dismissal                                        |

## Summer Program Sample Schedule

|                     |                           |
|---------------------|---------------------------|
| 7:30 am – 8:00 am   | Drop Off and Breakfast    |
| 8:00 am – 8:15 am   | Community TIME            |
| 8:15 am – 10:15 am  | SEL/English Language Arts |
| 10:15 am – 10:40 am | Recess                    |
| 10:40 am – 11:40 am | Math                      |
| 11:45 am - 12:45 pm | Lunch and Play            |
| 12:45 pm- 1:45 pm   | Enrichment Activity #1    |
| 1:45 pm - 2:45 pm   | Enrichment Activity #2    |
| 2:45 pm - 3:45 pm   | Enrichment Activity #3    |
| 3:45 pm - 4:30 pm   | Snack/Dismissal/Pick-up   |