



EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELO Program) PLAN

May 2023

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



Livermore Valley Joint Unified School District Expanded Learning Opportunities Program (ELO Program) Plan

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

Local Educational Agency (LEA) Name: Livermore Valley Joint Unified School District

Program Administrator Contact Name: Carla Estrada-Hidalgo

Program Administrator Contact Email: cestrada@lvjUSD.org

Program Administrator Contact Phone: (925) 960-2949

Community Partner Name: Livermore Area Recreation and Park District (LARP)

Expanded Learning Opportunities Program (ELO Program) Sites.

1. Marilyn Ave. School
2. Junction K-8 School

All ELO-P program offerings will be located on the school sites.

This Expanded Learning Opportunity Program (ELO-P) Plan may be subject to revisions to align with future CDE updates to program guidelines and requirements.

LVJUSD: Expanded Learning Opportunities Program (ELO Program) Target Populations

The mission of Livermore Valley Joint Unified School District that drives our daily work with students is that each student will graduate with the skills needed to contribute and thrive in a changing world. As a school community, we are committed to providing all students with the guidance and support they need to be successful. In collaboration with community partners, LVJUSD is dedicated to providing exceptionally high-quality expanded learning opportunities through extended school day programming. One of our goals for LVJUSD students includes attaining equitable access to a positive and engaging after-school environment to help them flourish as individuals and improve their overall outcomes.

The Livermore Valley Joint Unified School District has identified three main goals to accomplish through our Local Control and Accountability Plan (LCAP):

1. Increase the percentage of students who have the skills and knowledge to

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- graduate from high school prepared for success in college and/or career.
2. Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.
 3. Enhance parent and community engagement and communication.

With the integrated support of the after-school extended learning program, LVJUSD will ensure students are provided with further options to gain access to positive and engaging expanded learning opportunities. In accordance with [Education Code \(EC\) Section 46120\(b\)\(1\)](#), priority enrollment will be given to students with the highest needs in grades transitional kindergarten through sixth who fall under the unduplicated student count. This would include students who are socioeconomically disadvantaged, English Learners, and foster youth.

Target Population	Student Population	Percentage of Student Population
Socioeconomically Disadvantaged		22%
English Learner		10%
Foster Youth		0.2%

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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 LVJUSD ELO Program will offer students the opportunity to participate in a safe and nurturing environment that is supportive of their needs, which include their developmental, social-emotional, and physical activity needs. The ELO Program will offer extended learning opportunities during the after-school time on the designated school sites previously mentioned where a high proportion of our unduplicated students attend school. If students attend schools where the ELO Program is not offered, they will be offered access to the program at an assigned site where the program is held. Families will be presented with the opportunity to have students transported to designated school sites through public transportation or transportation facilitated through the District to enable students to participate in the ASES program. Additionally, to help remove unintentional barriers, LVJUSD will work closely with pre-approved community partners that offer after-school programs at other LVJUSD school sites to ensure our targeted unduplicated population has the option to participate in extended school care.

The ELO Program will work closely with school and district leaders and use school-aligned health and safety processes and procedures that all staff and program participants will adhere to. Site-specific comprehensive health and safety plans are developed taking into account the after-school programs. Therefore, both the school day and after-school programs are in alignment with established practices and procedures. All staff will be trained in safety and first aid to ensure the safety and security of all students. They will also receive training on mandatory reporting practices.

Additionally, program staff will work with school and district personnel to establish the use of Positive Behavioral Interventions and Supports (PBIS) that is utilized at each school site. They will continue to facilitate this system during the extended day by positively reinforcing the schools' values that each holds and by modeling and reinforcing the positive expected behaviors that are part of the regular school day. The expanded learning program will also offer students the opportunity to participate in tailored lessons that utilize the [Choose Love curriculum](#) where students learn about courage, gratitude, forgiveness, and compassion in action. Such lessons will assist students in learning how to recognize and self regulate their emotions to avoid possible conflicts as well as be mindful and empathetic toward others. Staff will receive training and support to successfully facilitate these lessons.

Furthermore, the program staff will create a welcoming and nurturing environment where trusting relationships are built and maintained. The 10 to 1 and the 20 to 1 ratio of the program will facilitate the building of such relationships. Program staff will receive professional development on cultural competency and responsiveness, youth development, and the integration of enrichment and academics. This kind of capacity building for staff will permit

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them to develop engaging and supportive strategies using holistic approaches where students' diverse assets are used to their fullest potential to help them further flourish as children. Staff will also make efforts to learn about students' cultural and language backgrounds to better understand their specific needs. This kind of cultural awareness will not only foment connections between program participants and staff, but it will permit them to fully comprehend their cultural diversity and work collaboratively with them to further grow a student-centered program.

To further develop trusting and meaningful relationships with families, all communication that is shared with parents/guardians is delivered in both the Spanish and English languages. Moreover, to help bridge any communication gaps, the program will recruit staff who are bilingual in Spanish and English. Both parents/guardians and students will be able to easily relate and speak with staff, which will help to create a positive climate for families. Moreover, periodic parent/guardian meetings will facilitate open and honest conversations with our families to help improve our program, which will create a collaborative environment where we keep as a priority the shared responsibility of helping our students further develop.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The LVJUSD ELO Program will provide students with plenty of options to experience active and engaging learning opportunities that supplement their school day learning. Leading ELO Program staff will have frequent and direct interaction with school-day staff and the school leadership teams, to understand how to assist in supporting the academic and socio-emotional learning needs of participating students. Consistent communication through email or in-person between school day staff and ELO Program staff will help with the development of program activities that will build on and complement the school day curricula. While using the [Quality Standards for Expanded Learning in California](#) as guidance, the ELO Program staff will identify how to best support students in an after-school environment while simultaneously captivating their learning through high-interest and relevant collaborative activities, which promote critical thinking, group discussions, and project-based/experiential learning.

Additionally, as part of the [Continuous Quality Improvement \(CQI\) cycle](#), staff will further explore the interests of students, (through surveys, focus groups, and interviews of students, parents/guardians, and other community partners), to fully captivate their learning and curiosity. Based on their feedback, the program staff will make appropriate adjustments to provide experiences and an environment that students look forward to returning to. The intent of the ELO Program is not to duplicate the instructional day, but rather to motivate, engage, and foment student curiosity and learning through appealing activities that capture their interests

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and augment what is being learned during the school day.

Program staff will facilitate activities that promote higher-level thinking using different levels of questioning, planning, and executing creative hands-on learning experiences that can help raise awareness by collaborative means. Moreover, as a program, it is our intention to fill opportunity gaps that may exist by offering students opportunities for real-life experiences where they can take local trips to explore, learn, and engage their interests. As a program, we will also invite speakers and educational partners to speak and interact with students enabling them to engage with the community at large, make connections, and further immerse their learning. Staff will create relevant and engaging student-centered activities that promote collaborative discussions and interactions where students will have more opportunities to practice their speaking and listening skills.

In order to foster developmentally appropriate and engaging activities that promote learning, students will be grouped according to their age/grade-level spans. The ELO Program will ensure organized daily activities using monthly themes such as the environment, nutrition, or superheroes, which will be age-appropriate and meet students' learning needs. The use of technology will be intentional and embedded in enrichment activities with which students interact. Time will be allocated during the week to allow staff to collaborate and create lessons/activities according to the pre-selected themes. Such intentional coordination and planning by staff will assist them to consider different ways to engage students with various tools and methods.

3—Skill Building

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

As an expanded learning program offered to students after school, there are a plethora of opportunities to help students fortify various skills that will promote their social-emotional well-being and their academic success. The ELO Program staff is dedicated to assisting students in creating foundational skills that will support and encourage further personal and educational growth. In addition to making use of Positive Behavioral Interventions and Supports (PBIS) and the [Choose Love curriculum](#) to reinforce positive behaviors and help students to self regulate their emotions, staff will also utilize check-in circles and restorative circles. Their use will (1) offer students a safe space to collectively verbalize their needs, (2) promote open communication and dialogue, and (3) encourage empathy and build an appreciation for it. The continuous use of circles by staff will help students build interpersonal skills, conflict resolution skills, and emotional literacy skills.

The ELO Program will also make use of a mentorship program where older students in the program will be partnered with younger students to help guide and support them. These students will have opportunities throughout the year to collaborate and work together through various activities such as the reading buddies program, and sports teams. The interactions with

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peers will provide the context for social learning and problem-solving, which includes the experience of social exchanges, cooperation, turn-taking, and the demonstration of empathy. All of these social interactions are not only modeled for the younger students, but their importance is reinforced to the older students as well.

The ELO-Program daily schedule will allow for adequate allocation of time to meet the needs of students as well as facilitate the program requirements that include the offering of supper, snacks, and structured physical movement time. As an after-school program, the ELO Program is committed to promoting a healthy lifestyle, that includes at least one hour of daily physical activity. Therefore, ELO Program staff work together to provide structured physical activities to students on a daily basis. As guidance, staff will use a research-based physical activity curriculum such as that found in SPARK physical education/physical activity curriculum for after-school programs.

For younger students, staff will focus on outdoor readiness activities that not only stimulate teamwork and aerobic fitness, but also strengthen cooperative skills, listening skills, and decision-making skills. For the older students, staff will promote core playground games that not only enhance hand-eye coordination and agility, but also fortify strategic thinking skills, verbal communication skills, and conflict resolution skills. The use of various playground games, as well as traditional team sports games, will foster teamwork while helping to keep students active and fit. To leverage resources, it is the ELO Program's intention to collaborate with community partners, such as the Livermore Area and Recreation and Park District (LARPD), to offer students other physical activity opportunities by having them come to the school campuses.

An established schedule will promote a routine that will allow students time to not only engage in expanded learning activities, but also permit time for homework assistance. ELO Program staff will offer students at least 60-minutes per day of homework help to assist students to practice their learning to further develop their academic skills. This component of the program is greatly appreciated by parents/guardians as many of the students to whom we offer services are English Learner/Emerging Bilingual students whose parents may not have the English proficiency levels to assist them at home. As program staff interacts with students during homework assistance time, they will further get to know students and gain an understanding of each student's capacities and current learning, which will allow staff to adjust their thematic activities based on the needs of students.

4—Youth Voice and Leadership

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

A successful after-school extended learning program incorporates the needs of its community partners, including those it directly serves, the students. Therefore, it is imperative that our program incorporates youth voice and leadership as it will assist in enhancing it while

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meeting the needs of our students. ELO Program staff will focus on the development of youth voice and leadership and provide students with needed support and intentional opportunities to ongoing access to authentic leadership roles and play meaningful roles in the design and implementation of the ELO Program. They will make use of a focused curriculum that will help to build [youth leadership competencies](#) and will support and promote this initiative.

The ELO Program will utilize the [Continuous Quality Improvement Cycle](#) to elicit feedback from students and parents/guardians on surveys about the program's enrichment activities, processes and procedures, and even supper and snack items. This will allow staff to gather quantitative data essential to making any necessary changes. In addition, staff will ask students to voluntarily participate in focus groups to gather qualitative data so they can further expand on survey results and increase shared ownership in the design of the program and the activities offered.

To further promote youth voice and leadership, the ELO Program will encourage and support the establishment of a student leadership council where designated representatives from differing grade levels will plan and assist in the development of group activities. As student representatives, they will provide information and feedback to staff that is reflective of the students they represent. Furthermore, this platform will permit students to share concerns, viewpoints, ideas, and interests that can be used to improve the program.

During monthly meetings, students will have the opportunity to propose plans for daily or monthly activities and advocate for any needed changes. This group will also exercise their leadership skills by being responsible for the design and execution of community service projects that are of interest to the bigger group. To be inclusive, the ELO Program staff will help to recognize the leadership potential in all students and encourage students who may not see leadership potential in themselves to participate in the leadership council by explicitly inviting them. By offering students to take authentic and meaningful leadership roles, they will establish and strengthen their leadership skills, while also exercising youth voice in the program.

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.

The LVJUSD is committed to promoting nutrition education, physical activity, and other school-based activities that advance student wellness. The ELO Program will provide nutrition education and physical activity opportunities to foster lifelong habits of healthy eating and a physically active lifestyle. The program will strive to create links between health education and school meals (supper and snacks) that are provided to all students in the program so they can apply healthy eating knowledge at home.

The daily healthy snacks and supper that will be provided to students through the

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Livermore Valley Joint Unified School District Child Nutrition Services Department will adhere to the nutritional guidelines consistent with the State and Federal guidelines. This includes receiving items from at least two food groups that meet the nutrition needs of our students that will keep them energized for learning. Upon arriving at the program, students will be served supper and are provided with snacks at least 30 minutes before the program closes for the evening. Nourishing students with a bigger meal immediately after school allows them to be ready to have dinner with their families once they arrive home from the ELO Program.

As aforementioned, students in the ELO Program will have the opportunity to participate in daily developmentally appropriate physical activities for at least 60 minutes per day. Students will have options to participate in moderate to vigorous physical activities and will be encouraged to fully embrace regular physical activity as a personal behavior at home. Whenever possible, ELO Program staff will incorporate physical activities when planning an enrichment curriculum and consider creative ways to include collaborative efforts with community partners, such as Kaiser Permanente of Northern California, to further educate students on physical activity and healthy eating, and self-management skills. In doing so, they will help students better understand the connection between healthy food and eating habits, and how these impact the mind and body.

To further reinforce healthy choices and behaviors, the ELO Program will collaborate with the Livermore Area Recreation and Park District (LARPD) to create opportunities where students in the program can participate in team sports or practice for such sports, (such as swim team or soccer), free of charge. Moreover, we hope to also partner with the Alameda County Transportation Commission to promote their Safe Routes to School Program, where they teach students how to be safe while biking, riding, rolling, and walking to and from school. It is their mission to not only teach children the basics of walking and biking safely as they travel through our community by offering special events, but also increase student awareness of staying healthy by increasing their physical activity.

Furthermore, the ELO Program plans to partner with the Nike Community Ambassador Program. This program inspires and enables Nike employees to make a positive impact in their communities by passing on their passion for sports to the next generation by volunteering as youth coaches. In schools and communities around the world, Nike Community Ambassadors provide kids with early, positive experiences with sports and physical activity that inspire them to get active now and for life.

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 LVJUSD Board of Education's commitment to equity through Board Policy includes the

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following:

- Eradicating systemic biases and prejudices, including those that are implicit and unintentional that affect student achievement
- Eliminate disparities in educational outcomes for students
- Proactively identify practices, policies, and other systemic barriers that negatively influence student learning, perpetuate opportunity gaps, and impede equitable access to opportunities for all students
- Make equity-focused policy, planning, and resource development decisions based on data disaggregated by race, ethnicity, socioeconomic and cultural backgrounds.
- Adopt curriculum and instructional materials that accurately reflect the diversity among student groups

In alignment with our Board's equity commitment, LVJUSD is committed to supporting the ELO Program and its dedication to providing a safe and welcoming environment for students and families where diversity is considered an asset. Our explicit affirmation of embracing diversity and equity, and providing access will be reflected in the policies and procedures of the ELO Program, and the interactions staff has with students and families.

The ELO Program is designed to serve and prioritize the enrollment of traditionally underserved students, which include socioeconomically disadvantaged students, foster youth, and English Learner/Emerging Bilingual students. Therefore, staff training is critical to the creation of an inclusive environment where we welcome diverse students and celebrate differences. Staff will participate in cultural competency professional development so we can successfully create a culturally sensitive and equitable program. This could include topics such as self-awareness, appropriate communication, cultural literacy, dynamics of differences, discrimination, and allyship development. These professional growth opportunities would increase staff awareness, knowledge, and skills so they can better serve our diverse student population and their families equitably and inclusively.

Furthermore, staff will be guided on ways to further support our English Learner/Emerging Bilingual population and our students with special needs to support and encourage their learning while in the program. Staff will collaborate with school-day teaching staff and site administrators so they can enhance the program's support system and meet the needs of all students. They will learn about different ways to accommodate student needs and modify whenever necessary so all students are included and supported.

Diversity, equity, and providing access will also be further achieved through the program's curricula. The enrichment activities, books, and materials used in the program will reflect the rich and diverse group of students being served. Staff will explore different ways to further teach students to embrace differences and the diverse cultures our students represent through engaging learning opportunities. The ELO Program will partner with school sites for special occasions that observe and highlight cultural events. For example, participating in the Day of the Dead events, and other similar cultural or multicultural events where families have the opportunity to share food and dance that reflects their cultural heritage.

As aforementioned, students will have the opportunity to develop agency enabling them to have a voice in the development of programming and activities within the ELO Program.

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They will be part of an environment where they feel comfortable speaking up and being considered when voicing their opinions and making choices. The ELO Program staff will create a safe space, such as in restorative circles, where students are not only encouraged to also share their experiences but where their experiences are validated and appreciated.

To meet the needs of our Spanish-speaking bilingual families, which account for the majority of our families, outreach material and communications will be made available in Spanish and English. Additionally, all parent meetings will be held in these two languages so they fully engage with the program and staff. Moreover, the ELO Program intends to hire bilingual staff to ensure that students who are emerging bilingual students not only receive the academic support they need, but their parents also feel comfortable. Additionally, they provide students a sense of comfort and help them to feel part of the community as they are able to effectively communicate with their parents/guardians about their students' successes and any possible concerns.

7—Quality Staff

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

Livermore Valley Joint Unified School District (LVJUSD) will collaboratively work alongside Livermore Area Recreation and Park District (LARP) to hire quality staff for the ELO Program with the experience, interest, and knowledge to engage school-age children to ensure we offer families a superior program ready to meet their needs. Both organizations are committed to recruiting, hiring, and retaining a qualified and diverse staff that reflects the community of the students that are being served. They will develop intentional strategies to create and foster a culture of excellence that permeates through their interactions with students, families, and each other, which will be reflected by the success of the ELO Program

To assure the ELO Program sustains quality staff and cultivates a culture of continuous improvement, LVJUSD and LARP will provide continued professional growth for staff that includes various topics, such as:

- Youth Development
 - Behavior guidance
 - Social-emotional learning and character development
 - Restorative circles and Restorative justice
- Academics and Enrichment
 - Delivering quality programming with specific outcomes
 - Supporting academic school-day learning
 - Using theme webs for curriculum planning
- Equity and Inclusion
 - Creating culturally sensitive and equitable programs
 - Cultural competence
- Mental Health Wellness

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- Understanding mental health and wellness for youth and adults
- Cultivating community partnerships
- Empowering youth to take action
- Cultivating Social-Emotional Learning Skills
 - Employing the Choose Love Curriculum
 - Supporting self-awareness and self-management
 - Supporting growth mindset and self-efficacy

By providing ELO Program staff with continuous professional development opportunities, we will help to develop and retain high-caliber staff to work with our students.

In addition to providing staff with ample opportunities to grow professionally to better serve our students and families, they will have collaboration time to work together to develop implementation plans to utilize and apply what is being learned through professional development. Each day, before students arrive in the program, staff will have between 30 and 45 minutes of collaboration time. Additionally, staff will also have monthly 1-hour meetings to further expand planning and collaboration.

Moreover, School Site and District Coordinators will have additional training to better manage their teams and the program efforts. Such training will be obtained through Alameda County Office of Education, the California Department of Education, and other after-school training organizations such as the California School-Age Consortium (CalSAC) or the California After-School Network (CAN). They will be trained to fully understand program requirements and expectations as well as information that affects any day-to-day operations of the program. They will know how to successfully lead staff to facilitate activities that engage students in active and meaningful ways that align with the program's goals and vision.

8—Clear Vision, Mission, and Purpose

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

VISION

The LVJUSD ELO Program will encourage and guide students toward a successful path where they are capable of becoming critical thinkers and problem-solvers with the aspiration to constructively impact their community and explore the world.

Our program goals include:

- **Affecting** the well-being and development of children and youth by providing an emotionally and physically safe environment during out-of-school hours.
- **Impacting** the academic development and achievement of students by offering monitored practice time while assisting with homework; target tutoring to address gaps in students' skill development; and experiential, hands-on application of State Standards that are in alignment with the instructional day.
- **Connecting** young people to one another, caring adults, to the neighborhood, and to

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the greater community, by providing leadership opportunities, input on program design and implementation, decision-making, and service-learning.

- **Creating** an environment that propels children and youth toward participating fully in the American dream by reflecting on the past, exploring the present, and inventing the future.

MISSION

The LVJUSD ELO Program will broaden and enrich the lives of students by instilling educational values that encourage the development of academic, social, emotional, and physical capacities through hands-on and engaging learning experiences.

PURPOSE

The purpose of our program is to extend student learning beyond the school day and beyond the classroom in a safe and welcoming environment. The ELO Program complements, supports, and enhances daily classroom instruction. While the program is structured, it provides staff and students with inviting options. Our program encourages creativity, imagination, and flexibility. It focuses on developing and designing engaging educational activities that make learning fun. Students participate in a balance of individual activities, small and large group activities, indoor and outdoor activities, and quiet as well as active play.

After-school activities are designed to

- foster emotional, intellectual, social, and physical development.
- teach responsibility, critical thinking, and problem-solving skills.
- develop self-esteem and social skills.
- encourage good health and safety practices.
- develop new interests.
- explore the community and the world in which students live.

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 Programs.

The LVJUSD prides itself in creating and fostering collaborative efforts with different community partners. We understand the positive impacts the expertise and services of non-LEAs entities have on our students. By leveraging resources, we will meet the varying needs of students in the ELO Program. For the coming school year, the ELO Program plans to collaborate with the Livermore Area and Recreation and Park District and the Right at School (RAS) program.

Through the After School Education and Safety (ASES) program, which is funded with ASES grant money and initiated in 2007, LVJUSD has maintained a stable partnership with LARPD to offer students a steady after-school program. On an annual basis, agreements are

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clearly articulated and formalized through memos of understanding with them. Through these agreements, LARPD bears the responsibility of hiring staff for the program. With the ELO Program funds, LVJUSD will expand after-school services, which will allow us to offer access to the program to more families. Furthermore, the ELO Program funds will permit our collaborative partnership with LARPD to broaden as we will be able to offer students recreational enrichment activities that the recreational department is well known for such as swim lessons, soccer, or basketball sessions, and an outdoor science program led by park rangers.

To ensure all unduplicated students gain access to after-school program services through the ELO Program, for families who are not able to attend the ELO Program at the designated school sites, LVJUSD intends to collaborate with LARPD so these families have access to a nine-hour day. Currently, LARPD offers before- and after-school care to families at various school sites within our District. Therefore, to remove any barriers that might prevent a student from gaining access to the ELO Program who qualifies as an unduplicated student, LVJUSD will eliminate this obstacle by reimbursing LARPD for a portion or all of the cost of serving the students.

Given that ASES funds and ELO Program funds will be used in conjunction to offer students expanded learning opportunities, the after-school program will use the collaborative communication models that have proven to be successful. We intend to have monthly meetings with the after-school program staff, the LARPD Program Coordinator, and LVJUSD personnel that oversee the program. These meetings will permit a seamless and comprehensive partnership where information is disseminated, concerns are expressed, and discussions help to resolve any issues. Additionally, this will allow LVJUSD personnel to fully understand the professional development needs of staff and create actionable plans on how to address them. LVJUSD fervently supports professional learning opportunities for staff to help them expand their skill base.

ELO Program staff will also have opportunities throughout the school year to collaborate and communicate with school day teachers to better support students in the after-school program. ELO Program staff will present and speak during school-day staff meetings so they have a clearer understanding of the overall program and its goals. Furthermore, after-school staff will be encouraged to connect with teachers to collaborate on ways to support students in areas that can include homework help and behavioral or social-emotional support. The collective efforts of teachers and ELO Program staff are especially important for students who are in special education. The establishment of collaborative efforts and communication channels between teachers and the after-school staff is essential to the success of students.

Given that, currently, the ELO Program fully functions at two school sites, if there are students who need access to an after-school program at sites where the ELO Program is not, yet, established, and transportation accommodations cannot be made, a partnership to offer these students after-school care with Right at School (RAS) or LARPD's Extended Student Services (ESS) program will be created. If needed, either program will be contacted to determine if such students can be provided services, permitting LVJUSD to pay a discounted rate for the cost of those services. Both RAS and LARPD-ESS are committed to facilitating and promoting after-school services to our unduplicated students if they are not able to access the

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ELO Program at designated school sites.

LVJUSD will also work and collaborate with the local Head Start Program (Community Association for Preschool Education or CAPE) if families with Transitional Kindergarten or Kindergarten students wish to continue their services with CAPE as an after-school option. This will permit families to decide what best fits their students' needs without sacrificing a sense of stability or consistency in the lives of our youngest students with a shift in after-school care.

ELO Program administrators, support staff, and frontline personnel will continue their partnerships with Alameda County Office of Education, and the California After-school Network for technical assistance, professional development opportunities, and communities of practice. Additionally, the LVJUSD program management team will engage in professional learning opportunities offered by the California Department of Education. The continuous participation of various ELO Program personnel at all levels will create a solid

Additionally, LVJUSD looks forward to continued collaborative efforts with community partners such as the Livermore Public Library, and LARPD for enhanced art and recreational learning opportunities, the LVJUSD culinary program to demonstrate healthy meal preparation to students, the Tri-Valley Regional Occupational Program (TVROP) to offer volunteer time to students, and the Nike Community Program where Nike employees volunteer to offer students positive experiences with sports and physical activity. Such collaborative partnerships will foment positive experiences for our students and create impactful memories for all involved.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The ELO Program plans to establish program goals along with action steps that will guide towards continuous improvement. Our program will engage in the data-driven Continuous Quality Improvement (CQI) cycle and will use the [California Quality Standards for Expanded Learning](#) as a framework that guides program leads and community partners in the decision-making process as we assess the program and determine its needs. The ELO Program will use the [California After School Program Quality Self-Assessment Tool](#), which aligns with the after-school standards and allows for the comprehensive evaluation of the after-school program.

Through the use of quantitative and qualitative data gathered from surveys offered at least three times throughout the school year (using open-ended and close-ended questions) and focus groups, the ELO Program will have a deeper understanding of the areas of strengths and needs. It will utilize differing data points gathered from staffs', parents', students', and community partners' answers to establish programmatic goals, and timelines to achieve those goals to make needed adjustments to improve the program. The comprehensive CQI cycle will assure families and the community at large of the intentions to plan for the continued

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advancement of the ELO Program. Moreover, it will permit the effective and efficient implementation of the actionable plan for continued improvements. Throughout this process, the needs of families will help to further understand gaps that require attention and remedies.

Bi-monthly staff meetings will provide opportunities for open dialogue with staff members and ensure their full participation and engagement to achieve the intended goals for improvement. They will partake in conversations to creatively plan actionable steps for improvement and establish timelines to attain determined goals. Their inclusion in the continuous improvement cycle is vital to their deep understanding of the crucial roles they play to advance the program where they openly discuss future work for program design. This will offer them a sense of ownership in the decision-making process that will yield positive growth for the ELO Program and its students.

Students will also be heavily involved in the assessment and improvement of the ELO Program, including its activities and services. Through the aforementioned leadership group, students will have the opportunity to also participate and contribute to the decision-making process. The incorporation of student voice will not only create an inclusive environment where students are invested in the CQI cycle and its outcomes, but it will also empower students to actively be engaged for change in other ways.

11—Program Management

Describe the plan for program management.

The ELO Program will be managed by LVJUSD. In partnership with community partners, such as the Livermore Area Recreation and Park District (LARP), LVJUSD will support the cost of staffing the ELO Program and most of the costs for staff professional development. LVJUSD will also cover the expenses of additional engaging recreational activities offered to students, and any needed materials and equipment. Additionally, LVJUSD will make great efforts to provide the space needed for the program to operate by offering adequate shared classroom space to accommodate student-to-teacher ratios. Our District will also be responsible for providing supper and snacks that meet the nutrition standards for students each day the program is open.

Moreover, LVJUSD will work with LARP to provide after-school services to families at sites where the ELO Program is not, yet, established. If the need arises, memorandums of understanding will be created and used to delineate the fiscal and programmatic responsibilities of both LVJUSD and LARP. Both LVJUSD and LARP program coordinators and managers will agree upon the specifications of the responsibilities of both parties to ensure the services are meeting the needs of our families in effective and efficient ways.

LVJUSD will also work with a secondary community partner, Right At School, to also provide after-school program services to families where the ELO Program is not situated and where LARP is not offering extended after-school services. All partnering organizations will leverage the resources available to successfully lead and manage the ELO Program, including

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program activities and staff.

With the guidance and assistance of the Coordinator of English Language Development (ELD) and Title I, the Community Programs Liaison will maintain all enrollment, attendance, and financial records needed to meet the Federal, State, and District mandates that govern the ELO Program. It will be the responsibility of LVJUSD to monitor the ELO Program budget and ensure all supplies and equipment are ordered and delivered in a timely manner to support the program.

To ensure all families and students are aware of the ELO Program, its services, and expectations, LVJUSD will take charge of promoting the program to targeted families that fall under the Unduplicated Pupil Percentage (UPP) to ensure they are offered the opportunity and access to participate. Parent/guardian orientations and follow-up parent meetings will be held throughout the school year to ensure they are well informed about the ELO Program, any updates, policies, procedures, practices, and expectations. LVJUSD will also distribute a parent/guardian ELO Program digital handbook they can refer back to throughout the year.

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 Program 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.

LVJUSD is dedicated to creating a seamless expanded learning opportunity program where After School Education and Safety (ASES) and ELO Program funds are used concurrently to offer services to families at school sites where the need is the greatest. Given that the ASES program requirements are more stringent, LVJUSD will guarantee that these are mirrored when the ELO Program is initiated.

To ensure the ASES Program and the ELO Program requirements are met, LVJUSD will use the established provisions for both as a guide to meet all of the regulatory guidelines. The ELO Program will design a cohesive attendance policy that adheres to both the ASES and ELO Program regulations while also meeting the needs of families. The plan is to expand the ASES Program to include students in Transitional Kindergarten, Kindergarten, and 6th grade and extend the services offered to include intersession time to support the provisions established by the ELO Program.

Students will participate in the ASES and ELO Programs as an integrated group where they are provided with the same services and opportunities. Students will not know any

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difference between those enrolled in the ASES or the ELO Program. It will be the responsibility of the LVJUSD team to ensure students are appropriately categorized in either of the two programs by using the internal student information system. This will enable both ASES and ELO Programs to function seamlessly while allowing LVJUSD to maintain accurate auditable records for both programs.

As aforementioned, ELO Program will engage in the data-driven Continuous Quality Improvement (CQI) cycle to coordinate with the ASES Program requirements, and will use the [California Quality Standards for Expanded Learning](#) as a framework that guides program leads and community partners in the decision-making process as we assess the program and determine its needs. The program will use the [California After-School Program Quality Self-Assessment Tool](#), which aligns with the after-school standards and allows for the comprehensive evaluation of both the ASES and ELO Programs. The use of the CQI cycle will satisfy both programs' conditions while continuing to build a solid comprehensive extended learning program. Additionally, the ELO Program will also make use of existing measures, such as school day attendance rates and Panorama survey results, to help facilitate any needed shifts within the program to help further support 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?

The LVJUSD ELO Program will ensure that the pupil-to-staff ratio for staff working with Transitional Kindergarten and Kindergarten students remains at no more than 10 to 1. This ratio will be maintained by working closely with our community partners, such as LARPD, so we fully understand the program's staffing needs. LVJUSD will ensure that the district-level supervisor of the ELO Program is closely collaborating with LARPD to hire and retain staff. Moreover, the LVJUSD program coordinator will maintain updated lists of families interested in the program by grade level to understand the needs of the community and communicate these needs to LARPD. LARPD will use different methods to recruit applicants to ensure the program is ready to enroll more students if the need exists.

LARPD will hire fully qualified and skilled site coordinators/supervisors, one for each school site, with a solid education in early childhood development and robust experience in working in the before-after-school field. They will ensure they comply with health screening and fingerprint clearance requirements established by current law and district policy. All staff will be first aid and CPR certified. LARPD will also recruit and hire associate teachers that meet the established requirements of the ELO Program, which are the qualifications of an instructional assistant.

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They will use various recruitment tools at their disposal such as advertising the positions on their district website, working with the local career centers situated on the local college campus and in a neighboring city, and promoting the positions through the [CalOpps website](#). LVJUSD will also assist in the recruitment efforts by promoting available positions through our social media platforms, digital flyers sent to LVJUSD families, and informing current employees of such positions so they can assist in the recruitment efforts as they communicate these employment opportunities with family members and friends.

To accommodate the needs of this young student population, the ELO Program will open its doors earlier in the day given that students will be released from school at 1:30 pm. The [ELO Program TK/K Schedule](#) delineates the dedicated times for various activities throughout the day. Each day, ELO Program staff will offer a variety of developmentally and age-appropriate activities that will be rich in language and recreational activities that will align with the [California Quality Standards for Expanded Learning](#).

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 Program or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Below are sample schedules that will be used to implement the LVJUSD ELO Program, which incorporates a 9-hour day for participating students. Included in each of the schedules for students in TK/K and 1st-6th grades are the hours they attend school and the ELO Program. Additionally, included below is a program schedule for a 9-hour intersession day or intersession days.

1. [ELO Program TK/K Schedule](#)
2. [ELO Program Grades 1-6 Schedule](#)
3. [Sample ELO Program Summer or Intersession Schedule](#)

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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-schooldays, during inter-sessional 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 that charges family fees

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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.