



**2022-2025
EXPANDED LEARNING
OPPORTUNITIES
PROGRAM (ELO-P) PLAN**

Expanded Learning Opportunities Program Plan

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

Local Educational Agency (LEA) Name: Cypress School District

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. A.E. Arnold Elementary
2. Clara J. King Elementary
3. Frank Vessels Elementary
4. Juliet Morris Elementary
5. Margaret Landell Elementary
6. Steve Luther Elementary
7.
8.

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

The Expanded Learning Opportunities Program (ELO-P) will provide a safe environment that supports the enrichment, academic, physical, and social-emotional needs of students. The program will be offered on three school sites. Transportation may be provided to eligible students so they may attend at one of the offered site locations.

Programming may be provided by the Community Based Organization (CBO) and/or a mixed delivery option with district and CBO staff.

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 ELO-P will engage student participants in activities that promote collaboration and introduce students to a variety of experiences. Enrichment opportunities will include a variety of hands-on activities that promote social-emotional learning, literacy, and physical activity. Activities may include athletics, art, music, STEM, and homework help. A site coordinator from each school will act as a liaison between the school and ELO-P to provide support.

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3—Skill Building

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

Enrichment activities will promote active and engaged learning that promotes the 5Cs (communication, collaboration, critical thinking, creativity, and citizenship). Staff will embed SEL strategies such as Meet Up and Buddy Up, which build trust, mindfulness practices for students to identify and regulate emotions, and restorative justice practices that enable students to repair harm. Sample enrichment classes include the opportunity for health and nutrition classes, STEM, and art. Students will also have several opportunities to participate in athletics and physical education.

4—Youth Voice and Leadership

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

ELO-P will provide students with opportunities to contribute to program design and access to leadership roles, such as peer restorative justice facilitators. Student surveys will allow for student input, and students will have choices of enrichment opportunities based on their interests. Students will also share and engage with others, such as in community circles or daily check-ins.

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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.

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

Students will receive either a supper meal or snack coordinated by the Child Nutrition Services department and will have opportunities to participate in nutrition education classes in collaboration with the Child Nutrition Services department.

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 program will create a safe environment that values diversity and equity for all students. The program will actively recruit staff that reflects the community of the students served.

School staff will communicate the physical and developmental needs of individual students to site coordinators, including students with disabilities.

Program materials selected for activities will represent the diversity of student participants.

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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 and provide ongoing professional development based on staff and student needs. Staff hired by contracted Community Based Organizations (CBOs) to directly support children in the program will meet the same requirements as Instructional Assistants./Paraeducators. Agency staff will participate in professional development as required by the district, as well as the partner agencies.

Some of these trainings may include opportunities in restorative justice practices, trauma-informed practices in schools, classroom management, sports, literacy, and STEM. The Cypress School District staff will develop and implement a timeline to collaborate with CBOs to develop and implement an afterschool plan that serves to enhance classroom learning.

8—Clear Vision, Mission, and Purpose

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

Vision

Engaging in dynamic learning for success in an ever-changing world.

Mission

We inspire and empower . . .

Every student,
Every moment, for
Every opportunity!

Purpose

The purpose of the program is to support the whole child, students' Social and Emotional Learning (SEL), and development.

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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 Cypress School District will develop partnerships with CBOs to provide staffing for the ELO-P. Staff from these agencies will work under the guidance of district staff. Staff employed by partner CBOs, such as the Boys and Girls Club of Greater Anaheim-Cypress, OC Kids Childcare, ABC Development Preschool & Child Care Centers, and Carousel Preschool & Daycare Center. They will participate in professional development opportunities determined by a needs assessment and in coordination with the district. The district and partner agency's administration will communicate regarding professional development, staffing programs, policies, and plan implementation. The district and CBOs will continue to seek partnerships with other outside agencies that can provide resources to students based on student needs.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Program sites, as required by the CDE, will develop an annual Quality Improvement Plan to address priority needs. The district's afterschool programs engaged in the initial program assessment process will identify programmatic strengths and determine areas in need of improvement. Each site coordinator will consult stakeholders, use assessment tools and strategies, and identify areas of focus for improvement accompanied by an action plan. Plans developed will be in collaboration with stakeholders, including district staff.

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11—Program Management

Describe the plan for program management.

District and site administrators will be responsible for program oversight in collaboration with CBOs. Site coordinators hired by the district will guide the daily operations of the program at each school site. Program staff hired by partner agencies will facilitate activities in classrooms of 20 children. Program staff will attend professional development opportunities planned by the district and partner agencies.

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The district receives funding to operate the After School Education and Safety (ASES) program at one of its six schools during the regular school year. By adopting local ASES program policies and procedures for the ELO-P and using funds from ELO-P to expand and enhance ASES enrichment programs, such as music and sports, expanded learning programs in the Cypress School District will be one comprehensive program. ELO-P funds will help increase the number of students currently served in the ASES-funded program and will allow the district to create additional afterschool opportunities at Arnold and Luther at no cost to families. ELO-P funds will pay for program staff to increase the number of students served. ELO-P will maintain consistent attendance and early release policies and program curriculum across all sites.

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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?

ELO-P plans to recruit staff from our local community and schools. This supports developing an ELO-P staff who represents the diversity of the school community. Training provided may include problem-solving, developmentally appropriate programming, child assessment, positive relationships, and basic health and safety standards. When positions are required to maintain the identified teacher-student ratio, the district will follow the appropriate recruitment plan to complete the hiring process.

Curriculum and developmentally appropriate activities will be identified with the support of the Preschool/TK program specialists, in collaboration with classroom teachers. The curriculum and activities will be designed to support and complement the regular day program.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

TK students will participate in a full-day program. ELO-P is utilized to extend the day for an additional 3 hours for a total of 9 hours of daily programming. The TK program schedule is from 8:00 a.m. to 2:30 p.m. and ELO-P from 2:30 to 6:00 p.m. at the respective school sites. The extended day will permit students to engage in enrichment activities, learning projects, and exploratory activities to increase their kindergarten readiness and overall social-emotional development as they engage in peer interactions.