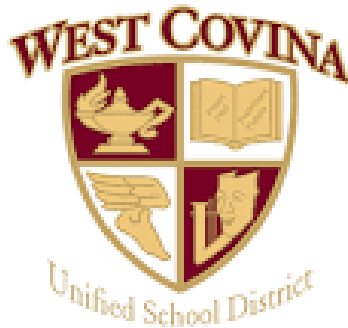


# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN 2025-2028**

Prepared by:

## **WEST COVINA UNIFIED SCHOOL DISTRICT**

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**Board Approved April 15, 2025**

This Program Plan Template Guide was updated by the California Department of Education in November 2024 and is required by California Education Code (EC) Section 46120(b)(2).

# Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

**Local Educational Agency (LEA) Name:** West Covina Unified School District

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**Contact Title:** Director of Special Projects

**Contact Phone:** 626-939-4600 x 1219

**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. California Elementary
2. Cameron Elementary
3. Edgewood Middle School
4. Hollencrest Middle School
5. Merced Elementary
6. Merlinda Elementary
7. Monte Vista Elementary
8. Oranewood Elementary
9. Vine Elementary
10. Walnut Grove Intermediate
11. Wescove Elementary

**Governing Board Approval Date:** April 15, 2025

**Review/Revision Date:**

**Review/Revision Date:**

## Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

## Definitions

### **“Expanded learning”:**

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

### **“Expanded Learning Opportunities”:**

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

### **Educational Element:**

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

### **Enrichment Element:**

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

### **Off-Site Locations:**

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

# Plan Instructions

## Development/Review of the Plan

### Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

### Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

### Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

## Due Date, Approval, and Posting of the Plan

### Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

### Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

## Revisions/Changes

### Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

## 1—Safe and Supportive Environment

### Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

West Covina Unified School District has a long-standing partnership with the local YMCA of San Gabriel Valley to provide safe and secure expanded learning opportunities to our TK-8 students and their families through the program known as YASES. When ELOP funding became available in 2022-2023, the district was able to significantly expand the number of students served in YASES after school from 650 students across nine schools, to what is now 1400 students across 11 schools, which include all elementary (8), middle (2) and intermediate (1) schools. In addition, ELOP funding was also used to offer before school care through YASES to over 250 students at each of the eight elementary schools.

In order to properly serve 1400 students, providing a physically safe environment is essential to being able to properly serve over 1400 students each day with little priority for both WCUSD and the YMCA.

**FACILITIES:** Each program is located on school grounds, reducing the need for students to travel to other locations. Each campus is closed, restricting students from leaving except for specific, pre-approved reasons and restricting any adult from entering, without being known by school or YASES staff. Staff use classrooms and multipurpose rooms to provide safe learning environments that are regularly maintained by the District, well-lit, and ADA accessible. If school sites are closed in summer for construction, WCUSD obtains a waiver to hold program at another school site close to the closed campus and offers transportation per CDE guidelines.

**HIRING PRACTICES:** Staff and volunteers are required to participate in a thorough interview and screening process done by the YMCA including: 1) interviews with relevant departments and principal, 2) reference checks of at least two professional and personal references, and 3) safety clearances that include background checks and fingerprinting clearance through the Department of Justice. Mentoring and other volunteer-provided activities take place in a dedicated space under staff supervision.

**CREATING A SAFE AND WELCOMING ENVIRONMENT:** The Y-ASES Site Director at each school provides daily leadership for creating a safe and welcoming environment for both students and parents by using many required protocols, including greeting all students at the beginning of the program to welcome them, signing students in using an online system, and ensuring students are always in line of site as they travel to their assigned classrooms where staff also take attendance and welcome students. Before they begin their assignment, newly hired staff participate in shadow days to observe these protocols so that they clearly understand them and can follow them. When students do not show up to the program, staff communicate with the school and/or parents to confirm that the student should be absent. During the enrollment process, parents indicate health concerns/needs of their child and YASES staff track and report to parents as needed any related incidents. A picture of the YASES Site Director as well as their contact information is also shared with parents on the District website, as well as through regular communications between YASES and the parents.

**DROP OFF/PICK UP PROTOCOLS:** When parents arrive to drop off or pick up their child, they go to a designated gate on campus which is locked. In the case that the parent is not immediately greeted by the YASES Site Director, the gate will have a sign with the cell phone number of the Site Director. At drop-off and pick-up time, parents arrive at one main gate where they are greeted by the Y-ASES Site Director. The gate remains locked until the parent's child is released. Students are not released from the program until a parent or designated adult signs him/her out and/or a permission to walk home form is on file. Y-ASES uses an electronic attendance tracking system that includes the capacity to track late arrival/early-release of students, quickly identify adults authorized to check in or check out students, collect a parent's electronic signature, and to also track the check-in and check-out times. All Y-ASES staff are equipped with a walkie talkie so that the Site Director can communicate with them at all times, including when a parent has arrived to drop off or pick up their child and when students leave a classroom (in pairs) to go to the bathroom.

**EMERGENCY PROTOCOLS:** All YASES staff are trained on emergency procedures in accordance with school guidelines, and each site has an emergency handbook, student emergency contact information, and a copy of the School Safety Plan outlining emergency, health and safety guidelines, which are regularly updated for compliance. Staff also have the contact information for the school custodian, principal and district director over the program, each of whom they can call in an emergency, or for any sort of safety concern. In addition, YASES Site Directors attend trainings led by the District's Director of Student Support Services to learn emergency protocol related to handling and reporting mental health concerns, active shooters (ALICE Training), and a parent/adult who comes to pick up a child from YASES and appears to pose a safety risk to children.

**FIELD TRIPS:** Field trips will require parent permission and procedures that follow school guidelines. Transportation will be provided by school bus and returned to school after off-site activities and parents and/or a designated adult is required to sign the student out.

### **Emotionally Safe & Supportive**

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Socially-Emotionally Safe and Supportive Environment

In addition to providing a physically safe environment, Y-ASES specifically works to create a socially and emotionally safe and supportive environment for all youth, with a special focus on at-risk youth. The Y-ASES approach to supporting youth and families is based on the Resilience & Youth Development Module proven effective in developing protective factors linked to the development of resiliency. Key factors are: 1) Exposure to caring relationships with positive role models; 2) Opportunities to engage in meaningful participation and contribution, and 3) The communication of high expectation messages.

This approach influences the overall environment created by the after school program and incorporates the following scientifically-proven, researched-based materials and strategies that are a part of the after-school program:

40 Developmental Assets - Search Institute: Research has shown that the more assets a student possesses, the more he will be successful in his schoolwork and in life. Inclusion of 40 Developmental Assets into reading-language arts, and math and science lessons allows the student to build valuable external and internal assets.

In 2023, all Y-ASES staff attended a two day training on Capturing Kids' Hearts, the district-wide approach used to approach social-emotional wellbeing, relationship-driven campus cultures, and student connectedness. This training has resulted in afterschool practices being more aligned to the school day.

## **2—Active and Engaged Learning**

Explain 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 Y-ASES program provides daily opportunities to actively engage in learning, by implementing meaningful and high-interest curriculum and activities developed and/or curated by YMCA program-level leadership to promote collaboration, communication, critical thinking, community engagement and fun. Staff members work to support student success by fostering close connections with both parents and instructional-day staff, and regular communication with classroom teachers and parents.

Examples of opportunities for active and engaged learning are as follows:

Educational Enrichment: Y-ASES offers a variety of educational supported enrichment activities led by YMCA program staff and contracted collaborative partner organizations. These enrichment activities reinforce and complement school day learning. Participating students engage in daily educational enrichment activities for up to an hour. Through hands-on experiential learning, students strengthen reading, writing, comprehension, math, and science. Program content also addresses social skills, safety, and health needs. The program level supervisors work with site level directors to develop strategies for integrating literacy, math, and science skills into enrichment activities. Students contribute to selected enrichment activities by participating in group discussions, completing periodic activity interest surveys as well as providing direct feedback to program staff. Student choice is encouraged for planning the content. Enrichment activities provided will address student needs for social skills development,

fitness activities through a variety of sports and recreational activities, student led enrichment content, and academic support.

**High Quality Regular Physical Activity:** Every day, Y-ASES engages students in moderate to vigorous physical activity through the CATCH Kids Club (CKC), organized physical activity, and student-selected activities. CKC is a physical activity and nutrition education program designed for grades K – 8 in an afterschool setting. CKC was developed based on elements of the Coordinated Approach to Child Health (CATCH) Program, which is a successful and proven elementary grade health promotion program designed for the early prevention of cardiovascular disease. The physical activity program has four main objectives: 1) Involve students in at least 30 minutes of daily physical activity, 2) Involve students in moderate-to-vigorous physical activity during at least 40% of physical activity time, 3) Provide students with many opportunities to participate and practice skills, and 4) Provide students with a variety of enjoyable physical activities.

When staff is not using our CATCH curriculum, staff plan organized games to provide students with activity time that is inclusive and all students participate in at least 40% of vigorous play. We also encourage our staff to let students choose activities to help develop their social development and creative play.

**Homework Support:** Students are placed in groups of approximately 20, typically all in the same grade. Groups work in a classroom setting, generally one group per room. Supervision is provided by at least one Program Leader, or, as needed, the Site Director or equivalent. The ratio of students to adults may be reduced with use of approved volunteers. The homework setting is expected to be quiet and organized, with clear and consistent expectations, and a system students can use in order to continue working while waiting for help with some aspect of their homework. Program Leaders are expected to provide active supervision, with staff helping students focus, helping them organize their work, and providing both individual and group help as needed. Appropriate support materials are provided such as pencils, age-appropriate paper, rulers, etc.

A variety of options are available for students who do not have homework, such as silent reading, journaling, or enrichment activities. Staff works with school staff to ensure students are accountable for completing any homework assigned.

Independent reading, journaling and other introductory or follow-up activities are provided.

### **3—Skill Building**

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

An important goal for WCUSD and Y-ASES is to provide daily opportunities for students to engage in critical thinking and problem solving skills, develop social skills and empathic behavior, build self-awareness, self-esteem, and self-control, facilitate participation and leadership, foster appreciation for diversity, inspire trust and respect for others and develop an awareness of the needs of others and the community. In addition to the learning experiences and opportunities listed in the "Active and Engaged" section, these opportunities are also provided through the following:

Academic Enrichment: In order to ensure Y-ASES programming is aligned with California Standards, we utilize standards-based curriculum and assessments, support staff in using Individual Learning Plans for students at-risk or not achieving grade level standards, and help facilitate the development of relationships between the staff and the regular classroom teachers. Alignment to standards is further supported by employment of Site Directors with education and experience in wrap-around programming who oversee implementation of the instructional program and provide guidance, assistance, and access to training for staff. In addition, alignment is further assured by the involvement of the site/district staff in project management and evaluation activities.

Students are offered a variety of activities across the various curricular domains. Some are designed to provide intervention, others to expand students' knowledge and experience. The curriculum, described below, is aligned with the California Standards:

Exploring Writing is a dynamic supplementary writing program that helps students become proficient writers of both nonfiction and fiction. The program provides high-interest writing models from TIME For Kids magazine, with lesson plans and writing activities in an easy-to-follow, easy-to-implement format. It helps improve student writing through analysis, reflection, research, and response to reading.

Exploring Nonfiction supports the progressive development of skills that directly engage students to develop the reading, writing, and critical-thinking skills described throughout the California Standards. It provides students with exposure to the California Standards introducing a wide range of differentiated nonfiction text, creating opportunities to use multiple strategies to process text, and extensive language-development activities. Every kit includes key nonfiction reading skills and strategies for across subject areas.

The Reading Comprehension Resource curriculum is a series for grades 1-8 that uses a variety of texts to develop key reading comprehension skills in literature.

Targeted Reading Intervention helps bring students up to grade level and improve test scores with the rigorous and focused program for struggling readers. It provides flexible pacing options that support any instructional setting. Lessons teach and reinforce fundamental reading skills. Assessments are provided to help start students at their reading level to improve their reading level to grade level or above.

Targeted Mathematics Intervention directly targets key mathematical standards with an easy to use and engaging kit. It provides focused lessons, flexible pacing plans, vocabulary development activities, diagnostic tests, and differentiated math strategies. Diagnostic pre-tests and post-tests verifies student achievement and supports data-driven instruction.

Science Readers includes high interest readers paired with a common lab activity. The multiple reading levels make this resource perfect for differentiated instruction in science.

Y-ASES staff assesses student's individual needs through a review of assessment test results and school grades, direct observations, and conversations with school staff such as teachers and principals to determine areas of focus for academic assistance. Students spend at least an hour per day engaged in academic assistance support services including tutoring and

homework assistance. District one to one devices are made available to students so they can utilize educational learning software as well as other learning products. Participating students are assessed and paced at their own level within the program(s). School district staff are encouraged to provide after-school tutoring and homework assistance in collaboration with YMCA staff. Tutoring and homework assistance services focus on core subjects with the addition of social studies with middle school age students. Academic support services are tied to California Standards and reinforce concepts learned during the regular school day.

#### **4—Youth Voice and Leadership**

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Y-ASES Site Directors and staff work daily to establish positive relationships with their students and to understand their interests, motivations, strengths and needs. In building these relationships, Y-ASES staff are able to design lessons and programming that is high-interest and meaningful to students at their respective sites. For example, students have participated in Ballet Folklorico,

Students also get a voice in programming through end-of-year surveys administered by Y-ASES. This feedback is reviewed by WCUSD and Y-ASES and then used to inform future programming.

In addition, Y-ASES students participate in a program called Kids in Charge of their Community (K.I.C.C). The concept of Kids in Charge of their Community goal is to provide an environment that is child centered where children are invested in the program through their participation in developing programming, ideas of clubs, and service learning projects.

#### **5—Healthy Choices and Behaviors**

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

To support healthy choices and behaviors, the Y integrates HEPA standards (Healthy, Eating, Physical Activity) standards into the following core programmatic practices:

**Parent Engagement:** Family involvement is an important component in establishing healthy eating and physical activity habits in children from a young age. The Y programs engage parents and caregivers using informational materials and activities focused on healthy eating and physical activity. Each site will prepare a designated area on the Parent Board to share communications about what we are teaching to the children about HEPA. This may include relevant newsletters, website content, press releases, news articles, social media, and any other messaging materials that support HEPA Standards implementation.

**Physical Activity:** Each site provide children with opportunities for moderate and vigorous physical activity for at least 60 minutes per day during a full-day program or 30 minutes per day

for a half-day morning or afternoon program. Include a mixture of moderate and vigorous activity (activity that increases the heart rate and breathing rate), as well as bone- and muscle-strengthening activities. The Y will take active play outdoors whenever possible. Y staff will model active living by teaching and coaching physical activities with children.

Screen Time: Reducing screen time among children can positively influence skill development and healthy habits. Each site will limit screen time to less than 30 minutes per day for children in half-day programs and to less than 1 hour per day for those in full-day programs.

Food: Improving access to healthy foods can reduce hunger and poor nutrition, which prevent kids from reaching their full potential. As a part of the California Child Nutrition Snack Program (CCNSP), the district's nutrition department will be providing all meals that meet federal and state nutritional guidelines through the USDA Summer Food Service Program (SFSP).

Character Development/Bully Prevention: On a bi-monthly basis all sites discuss the importance of character values and bully prevention. We encourage students to make the right decisions and why it is important to help others. We use the YMCA's 4 Core Values: Caring, Honesty, Respect, and Responsibility as a foundation to teach our students about character development.

## **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. Include how the ELO-P will provide access for students with disabilities.

One of the Core Elements of Y-ASES programming is promoting Diversity and Cultural Awareness. Our goal is to foster appreciation for diversity, enhance self understanding and expression through exploration of heritage and culture, inspire respect for self and others and explore the traditions and customs of different cultures, countries, and people. We offer activities and opportunities for personal interaction to encourage inclusiveness, understanding and appreciation for other people, places, ideas, cultures, and ways of living. In addition, many of our staff represent similar cultural and linguistic backgrounds as the students, providing an important bridge to facilitate understanding and communication for both students and their families, especially English language learners.

The YMCA Child Care Program is committed to providing equity of access to all children. To the extent it is reasonably able to do so, the YMCA program will provide services to children with disabilities or any special needs in the same manner as services provided for other children of comparable age. If it is unclear whether The YMCA Child Care Program can reasonably accommodate the unique needs of a child, we will arrive at a final decision by reviewing the circumstances on a case-by-case basis.

WCUSD provides the Y-ASES program at no cost to all of our schools with TK-6th grade students. The Y is committed to expanding the program in a timely and effective manner in order to ensure we can meet all requests for before and after school care from families with students who are low-income, foster youth and/or English language learners. Every effort will be made to hire sufficient numbers of staff to meet the need, while also maintaining a

high-quality program and the required staff to student ratios.

## 7—Quality Staff

### Staff Engagement

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

Staff recruitment for Y-ASES is led and facilitated by the YMCA Administration.

All staff goes through an interview process and references are checked prior to making an offer. We take pride in our staff and provide training, which includes emergency procedures, program planning, child abuse awareness, and other areas pertaining to child care. Training is provided by the YMCA, West Covina Unified School District, and Los Angeles County Office of Education. The YMCA also partners with various other professional agencies such as the California School Age Consortium and All Kids Inc. All Child Care staff are CPR and First Aid certified, meet criminal clearance and state health regulations, and meet or exceed the minimum state requirements regarding academics and experience working with children, including meeting the ASES Instructional Aide requirement.

Staff Retention: Staff retention is accomplished by providing an effective on-boarding process, along with consistent performance monitoring. We conduct regular performance reviews with staff to discuss areas of strength, and areas needing improvement. The YMCA conducts and documents timely evaluations that give staff feedback on work performance and potential career opportunities. The YMCA also offers competitive hours and pay based on education and experience. We provide an incentive of hiring from within when program leaders are ready for Supervisory positions.

### Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Staffing Requirements/Qualifications: Personnel are hired through an interview panel and may be comprised of certificated, classified, WCUSD, and YMCA administration. WCUSD is given the right for final approval. Sufficient on-site staff will be hired to maintain no more than a 20:1 child to adult ratio that will be lowered with trained volunteers. Qualifications are:

Program Director

Bachelor's Degree in a related field

3-5 years related work experience

Site Director

Minimum 2 years of higher education in a related field (Bachelor's Degree preferred)

2 years or more working experience in a wrap around or comparable program

#### Program Specialist

Minimum 2 years of higher education in a related field (Bachelor's Degree preferred) or pass district Instructional Aide Test

1 year or more working directly with children in a youth serving organization

#### Substitute Program Specialist

Minimum 2 years of higher education in a related field or pass district Instructional Aide Test

6 months or more working with youth in a professional setting

**Staff Health and Safety Requirements:** All staff and volunteers fulfill health screening and fingerprint clearance requirements according to District policy. All staff must also pass: 1) a TB Test; 2) fingerprint checking against State criminal records and the Child Abuse Index, and 3) CPR/First Aid Certification within three months of employment.

**Volunteers:** Volunteers may include high school and college service-learning students and interns; Federal Work Study students; college students meeting observation-participation requirements; and community members. Volunteers must attend a YMCA Volunteer Orientation, are given support materials, and must always be supervised by an employee. Volunteers must also meet all health and safety requirements.

**Staff/Volunteer Assessment/Training Needs:** Staff and volunteer development is a key program strategy for maintaining program quality and ensuring high satisfaction and retention levels. Paid staff will attend monthly workshops as part of their regular work schedule. Training will address program operational requirements. Key training topics for new hires include:

#### New Hires:

ASES requirements

12 Quality Standards/CQI

Annual Training

Program/Site Orientation

CPR/First Aid

New Hire Site Training

New Employee Orientation

Child Guidance and Behavior Management

Child Care Safety and Supervision

Grade Level Meetings

New Year Seminar

Youth Development

Child Abuse Prevention

Blood Borne Pathogens

Hazardous Communication

Preventing Discrimination and Harrassment

Mandated Reporter

Additional training will focus on individual staff needs as assessed by their supervisor and quality assurance tools. Recruiting experienced staff from the district and community will strengthen our program and service delivery. Staff will be trained on WCUSD/YMCA programs and philosophy. They will be encouraged to be included in regular day staff development opportunities.

### **Staff Development**

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Staff Development: Staff Professional Development is focused on creating a strong educational foundation for staff to effectively instruct their class, and to maximize learning opportunities. Training is provided by the YMCA, with additional development opportunities through LACOE, district/school training, and collaborative partners such as Y-USA, CalSAC, and other organizations aligned with our program's content and goals.

### **8—Clear Vision, Mission, and Purpose**

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

The WCUSD partners with the YMCA to carry out the following vision for Y-ASES:

**Y-ASES Vision:**

The YMCA is committed to partnering with young people through Y-ASES to create stronger communities and a more equitable society for all of us. We envision a future in which all people – no matter who they are or where they come from – get the support they need, when they need it, to reach their full potential.

**Y-ASES Program Mission:**

To build strong kids and strong families that will strengthen the foundation of our community by providing a safe, secure and supportive environment with new opportunities to learn, a variety of programming and a character-based curriculum.

**Y-ASES Purpose:**

To ensure all WCUSD students – no matter who they are or where they come from – get the support they need, when they need it, to reach their full potential.

**9—Collaborative Partnerships**

**Students and Families**

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The partnership between WCUSD and the YMCA exists to provide students a safe, and supervised after-school program with high-quality academic and enrichment activities and supports are available, especially to high-need students, including those who have potential barriers to participate in the program.

In addition to planned academic support services, Y-ASES provides student and parent requested enrichment activities that help attract students to participate in these programs on a consistent basis for the full program time.

School Site Council (SSC) and English Language Advisory Councils (ELAC) from each school meet regularly and are encouraged to include the after school program as a discussion item. Site Directors are encouraged to provide each committee with an update on program attendance and provide opportunity for recommendations or concerns.

**Community Based Organizations and other Non-LEA Partners**

Describe how the LEA engaged Community Based Organizations and other non-LEA

partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

A community needs assessment was conducted along with a review of available student assessment data providing necessary information for the partnership to develop a plan for the ELOP structure and its activities. Specific academic support services were identified to help address areas of priority.

Existing community partner resources are identified and leveraged to ensure a coordinated and comprehensive support network for students and families. This partnership is essential for informing the community of program progress, communication about important issues, and addressing partner concerns. Meetings occur regularly between established partners to review progress, address any current issues and improve the quality of the program.

## **10—Continuous Quality Improvement**

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

WCUSD and Y-ASES collaborate to ensure continuous quality improvement of the program and revision of the program plan as needed to meet program goals, reflect on evolving needs and to identify and expand best practices.

In collaboration with the YMCA of Orange County partners, West Covina Unified School District reports all data required by the California Department of Education – after school program attendance, the instructional-day attendance of program participants, and other performance measures selected by the District.

The YMCA of Orange County also conducts annual student, parent, teacher, principal and staff surveys to measure program satisfaction and a variety of program outcomes such as homework completion and changes in student behavior.

The Y-ASES related community assessment results indicate a need for individualized homework assistance, tutoring, and expanded learning opportunities especially in reading, writing and math.

The YMCA of Orange County works with district partners to be sure that all program participants are tagged in the district's database, so that assessment scores and attendance data can be readily collected. All information collected is used for program improvement as well as state reporting, and is shared with all stakeholders.

Y-ASES has also incorporated a Parent Advisory Council into the program to make sure we include all stakeholders in our planning and implementation of our program. Feedback from parent participants is used to refine the program.

In addition, the Y conducts on-going assessments of program quality by using the California After School Program Quality Self-Assessment Tool from the CDE. This tool is designed to provide an on-going process to evaluate the internal assessment of programs using the 12 Quality Standards for Expanded Learning. The CDE also provides CQI supports and technical assistance in the use of this tool.

All of the above outcomes are synthesized and used to complete the CQI. The WCUSD and YMCA then use the CQI results to identify areas of improvement for the following program year. In particular, two quality standards will be chosen and trainings will be developed for staff to improve performance in those areas.

## **11—Program Management**

### **Policies and Procedures**

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The West Covina Unified School District (WCUSD) contracts with the YMCA to manage and operate the Y-ASES program. Comprehensive coordination of Y-ASES begins at the district and YMCA level with regular management meetings to discuss planning, implementation and on-going evaluation of programs in a continuous cycle of improvement. A district Director works closely with the YMCA director to facilitate support to schools and parents, and to ensure high-quality programming. The YMCA director communicates regularly with the WCUSD director, principals, parents and Y-ASES staff.

WCUSD and the YMCA developed an action plan to outline partner roles and responsibilities, promote inclusion and consensus building, and to develop clear objectives, activities and timelines. In addition, the plan embeds on-going evaluation and feedback activities. Having this action plan facilitates positive relationships, regular communication, shared responsibility and opportunities for celebrating success.

The WCUSD and YMCA program model for coordination and blending of resources promotes cost-effective use of ASES funds, especially when combined with local resources, additional grants and programs. Resources are placed on a matrix under specific program component areas so they can be efficiently and seamlessly utilized.

The plan for ongoing and open communication between the Y-ASES programs and regular school-day program staff administrators, and how the program is aligned to state content standards, regular day activities, and subject matter content are as follows:

An orientation by the site director is held at all program sites for school administrators, counselors, classroom teachers, cafeteria personnel, and other school staff in coordination with back to school pre-service training.

Site directors meet with respective school site principals at least once per month for activity approvals, coordination, and to address program issues that might arise (including concerns reported by school staff).

Homework support services provide help to students with assignments and staff are encouraged to communicate regularly with school staff to ensure effective support of students.

Classroom teachers and other support staff are encouraged to visit Y-ASES to observe academic assistance to provide coaching and feedback.

Monthly program activity calendars are provided for school administrators, classroom teachers, school staff and parents.

All stakeholders in the program including school/program staff, parents, and students are provided an annual assessment survey to ensure program effectiveness and identify further areas of need.

### **Budget**

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?

Fiscal reports are maintained by the West Covina Unified School District Business Services, Fiscal Services. Reports are provided to the CDE by the WCUSD following the CDE fiscal reporting calendar. WCUSD provides in-kind support to Y-ASES through the use of site facilities, personnel, and materials. Fiscally prudent grant budgets are followed for each site, which includes the 15% limit for administrative costs and at least a one-third requirement of matching funds/in-direct costs.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

<sup>1</sup> (California Public Contract Code (CPC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

<sup>2</sup> (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

<sup>3</sup> (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

## 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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant?  Yes  No

Do you have a 21st CCLC Grant?  Yes  No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

The current Y-ASES program will be expanded with ELO-P funding, providing a seamless implementation and cohesive experience for parents and students already familiar with the Y-ASES programming. Y-ASES students who wish to attend any other afterschool programming will be checked out of Y-ASES and, checked in to the other program. As needed, students will be checked back in to Y-ASES. Each program will take attendance using the same system, and walkie-talkies and protocols will be put in place to ensure the capacity for real-time communication about students' whereabouts for check-in and parent pick-up.

Students not regularly attending full-time care through Y-ASES who want to participate in another expanded learning opportunity at the same school site that only meets one or two times per week (e.g. Speech and Debate, S.T.A.G.E., and/or robotics) will also be offered access to Y-ASES for extended care for that particular day, contingent upon spots being available. Priority for enrollment in these part-time programs will go to the target group of students for ELOP funding, which include English language learners, foster youth and low-income youth.

All parents, including those of all English learners, foster youth and students qualifying for free and reduced lunches, will be notified of the opportunity to attend the Y-ASES program and all other afterschool program offerings. In all cases, unduplicated TK-6th grade students will have priority for enrollment. Students who request access to any program will be enrolled and placed in that program in a timely manner in adherence with staff to student ratios. In the case that additional staff must be recruited, students will be put on a waiting list until staff can be hired and trained.

The Y-ASES program will continue to be coordinated through the YMCA and supported by the district office and school sites. Many different recruitment techniques are used such as fliers, banners, school marquees, PTA, Parent Nights, ParentSquare, and social media. Teachers and principals recommend students that can benefit from the program for language arts,

mathematics, homework, and socioemotional support. School staff is one of the best resources, providing for personal outreach to families allowing for parents to understand the benefits of the program. ASES also maintains a webpage that provides program information.

Priority for enrollment includes 1) returning TK-6th grade participants and siblings, 2) TK-6th grade students, and 3) TK-6th grade students identified by the district as English language learners, foster youth, students experiencing homelessness and/or students enrolled in the free and reduced lunch program.

#### Information Dissemination about the Availability of the Program

**School Day Staff:** Principals and program management will provide ongoing communication about the program to regular day staff via presentations at staff meetings, memos, weekly emails, principal weekly bulletin, and personal interactions.

**Students:** Throughout the school year, YMCA staff and participating students will make classroom presentations and distribute fliers about Y-ASES to all students. In addition, participating students will conduct school-wide campaigns to promote relevant program components and information to increase penetration within the school.

**Parents:** Program staff, with school support, will make presentations and hand out flyers at relevant meetings. Parents of students who would benefit most from the program will be contacted personally. Ongoing updates about the program will occur via principals' newsletters, presentations, parent meetings, planned parent nights, email, website postings, social media, and/or ParentSquare. Parent orientations will be held twice yearly during which time parents will receive a Parent Handbook and updates. All materials and presentations will be offered in appropriate languages to meet the needs of the school population.

**Community Members:** Various sectors of the community will learn about the ASES ELP through presentations, flyers and social media. The YMCA will regularly promote updates via their website and social media platforms highlighting events, activities, and achievements.

**Equitable Access:** WCUSD will conform to the requirements of the Americans With Disabilities Act and no student, volunteer, staff or family member will be limited access because of physical disabilities. Planning meetings, special events, evaluation activities, and public relations materials are all printed in English and appropriate languages of the population. Interpreters will be available so all community members have a clear understanding of what is transpiring and an equal opportunity to participate.

## **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. (See [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?

Y-ASES TK/K staff must meet the same requirements as staff who work with other grade levels, and in addition, have experience and a passion for working with the youngest students. Y-ASES hires additional staff to meet the 10:1 ratio requirement and TK staff will receive training specific to the developmental needs/strengths of these students and how curriculum can be modified/used to support their success. WCUSD collaborates with Y-ASES leadership to ensure that Y-ASES strategies and approaches align with the district's Universal Prek/TK plan. Y-ASES Site Directors will continue to collaborate with school administration and teachers to implement age-appropriate curriculum and behavior expectations so that the student experiences during and after school are cohesive.

## **Offer and Provide Access**

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

WCUSD is proud to partner with the YMCA to provide the following high-quality child care and expanded learning opportunities at no cost to our TK-8 families at each of our elementary, middle and intermediate schools.

The YMCA provides a high-quality program designed to support and enhance your child's learning in school while also providing new and expanded learning opportunities that not only contribute to their academic success but also to their overall health and well-being. All Y-ASES staff work closely with your child's teacher to ensure homework is getting completed and the child is progressing at school. In addition, the program includes a health and fitness component focusing on cooperative group games and cardiovascular health as well as nutrition and healthy lifestyles.

### **ALL ELEMENTARY SCHOOLS:**

- Before School: Available 90 minutes before school starts. Students must check-in within the first 45 minutes.
- After School: Available after school until 6:00 p.m. every regular school day. Students may be picked up early in accordance with the program's early release policies

**ALL MIDDLE & INTERMEDIATE SCHOOLS:** (Before school care is not available)

- After School: Available after school until 6:00 p.m. every regular school day. Students may be picked up early in accordance with the program's early release policies.

After school time is a great opportunity for all students to have new learning experiences, get homework help and develop a range of important social-emotional skills that help them succeed in school!

These programs are provided at no cost using state funding provided by the Expanded Learning Opportunities Program (ELOP) and the After School Education and Safety (ASES) Program grants available through the California Department of Education.

Our goal is to serve all families, however, space is limited based on available funding, staffing and facilities. Enrollment will be available on a first-come, first-served basis among the following groups: 1) students for whom we receive funding (foster youth, students experiencing homelessness, students enrolled in the free and reduced lunch program, and students identified as English language learners), as well as 2) returning participants and siblings.

## **Field Trips**

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips vary each year and are done during the summer program to promote attendance and engagement and follow the CDE requirements.
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## **Program Fees**

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 11434a), or for a child who the program knows is in foster care. A program that

charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

At this time, neither the YMCA or the district charge any fees for participating in YASES.

### **Sample Program Schedule- Regular School Day**

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Click here for [link to all the school sites](#) that offer YASES to see the YASES schedule for before and after school programs and for each school's bell schedule.

<https://www.wcusd.org/programs/after-school-programs>

Please see [this link](#) for information on program schedules and the variety of programming offered through ELOP in WCUSD.

## **Additional Legal Requirements**

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

### **Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):**

Local educational agencies 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.

### **Regular Schooldays and Hours**

## **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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

## **Nonschool Days and Hours**

### **EC Section 46120(b)(1)(B):**

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

## **Prioritizing School Sites**

### **EC Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites 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 opportunity programs across their attendance area.

## **Grades Served**

### **EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **Partners**

### **EC Section 46120(b)(6):**

Local educational agencies 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 opportunity programs offered across their attendance areas.

## **Audit**

### **EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **Snacks and Meals**

### **EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] 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.
- (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

**Program Capacity, Family Fees, Sliding Scale**

***EC Section 46120(b)(5):***

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

**Staff Minimum Qualifications, Ratio**

***EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

**Program Components**

***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.

**Third Party Notifications**

***EC Section 8483.4(b-d):***

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of

any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an “event” includes any of the following:

- (1) Death of a child from any cause.
- (2) Any injury to a child that requires medical treatment.
- (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
- (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
- (5) Epidemic outbreaks.
- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.