Expanded Learning Opportunities Program Plan 2026-2029

Simi Valley Unified School District

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

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ELOP School Sites:

- Arroyo Elementary School
- Atherwood Elementary School
- Berylwood Elementary School
- Big Springs Elementary School
- Crestview Elementary School
- Garden Grove Elementary School
- Hollow Hills Elementary School
- Katherine Elementary School
- Knolls Elementary School
- Madera Elementary School
- Mountain VIew Elementary School
- Park View Elementary School
- Santa Susana Elementary School
- Sycamore Elementary School
- Township Elementary School
- Vista Elementary School
- White Oak Elementary School
- Wood Ranch Elementary School
- Justin Early Learners Academy (JELA)
- Hillside Middle School
- Sinaloa Middle School
- Valley View Middle School

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.

Simi Valley Unified School District (SVUSD) provides a safe and supportive expanded learning opportunities environment that enriches the lives of our Transitional Kindergarten (TK) - 6th grade students. Each elementary and middle school site offer on-site after school programs during the school year as well as district-wide opportunities for 30 additional non-instructional days of programming. SVUSD's after school programs are operated by the district and also in partnership with various community organizations including but not limited to the Boys & Girls Club (BGC), YMCA, and Rancho Simi Recreation and Parks District (RSRPD).

All programs follow state and federal safety guidelines. SVUSD and partner organizations maintain records of health needs and emergency contacts. All records are maintained confidential. The SVUSD policies and MOUs with the partner organizations stress inclusion and respect for all students. SVUSD provides funding for developmentally appropriate environments when needed including but not limited to furniture, manipulatives, calm corners, and other age-appropriate materials.

SVUSD and all partner organizations maintain a ratio of no more than 1 teacher for every 20 students who are 1st through sixth grade and one teacher for every 10 transitional kindergarten (TK) and kindergarten (K) students. Additional programming and staff including volunteers will be identified to provide extra-curricular enrichment and academic support for students when available and needed. All site staff complete a background check and health screening.

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

SVUSD operates ELOP afterschool programs at all elementary sites, all middle school sites, and Justin Early Learners Academy (JELA). If a site program is at capacity, there is the possibility of transportation to the BGC Clubhouse. All sites offer a program focused on academics, enrichment, physical activity, and social-emotional skills. A nutritional afternoon snack is provided to ELOP students. On non-school days, students also receive a nutritious lunch.

Some students are transported to the BGC Clubhouse for the ELOP program. Drivers meet all requirements to transport students from school to an outside organization. Santa Susana

Elementary, Park View Elementary, and Berylwood Elementary offer an on-site ELOP program in combination with After School Education and Safety (ASES).

Middle Schools offer a Teen Club on-site which includes leadership and life skill development as well as academics, enrichment, physical activity, and social-emotional skills. An afternoon snack is provided to ELOP students. Middle School students can also be transported to the BGC for a teen focused program.

Additional ELOP enrichment activities are programmed on school sites throughout the school year and can be attended by ELOP eligible students at no cost. The programs include high-interest activities that may include but are not limited to art, music, theater, coding, chess, etc. Coordination with on-site afterschool programming permits students participating in afterschool clubs to access additional ELOP enrichment.

SVUSD offers intersession services such as spring break and summer to provide 30 non-school days of enrichment. During the summer, students are invited to either participate in a 5-week Find My Genius program offered by the YMCA, or 4-week summer programming offered by the RSRPD, or a 5-week BGC summer camp. The summer programming includes a minimum of nine hours of services each day. Sites include various locations spread across the valley increasing access to the programs.

In addition to the full day summer programs, students and families can also access half-day programs paired with district sponsored summer school. SVUSD offers one camp through RSRPD on the site of the summer school and also provides transportation to the BGC for students enrolled in summer school. Extended School Year (ESY) students are also eligible for a half-day camp during the ESY summer school dates.

Services for Spring Break and additional non-school days are provided at various locations to accommodate students from all over the valley. Days of services are delineated in the MOUs established between SVUSD and partner organizations. Activities are focused on enrichment and physical activity. Services include a 9-hour day and nutrition. Additional enrichment activities and services are available during intersession including but not limited to outdoor school and specialized camps.

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

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

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

Enrichment activities are an important component of all SVUSD after school programs. These activities center around hands-on and engaging experiences that complement and support the instructional day. A variety of enrichment activities and programs are offered by different after school programs. Enrichment components include but are not limited to STEAM, art, theater, dance, music, history, sports, and experiential learning. Enrichment activities are decided through both student, parents, and school site stakeholder input.

SVUSD ELOP programs also offer traditional field trips and on-site field trips based on student interest and connection to learning. Field trips may include but are not limited to swimming, museum visits, beach days, farm days, etc.

Middle School students have the opportunity to develop life skills and work experience through programs organized by RSRPD and BGC. The programs include but are not limited to job experience, community service, and leadership.

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

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

The social-emotional well-being of students is a priority for SVUSD. Programs include social-emotional learning and provide students with the opportunities to interact in positive ways with peers and adults as well as providing explicit instruction in emotional regulation and other social-emotional skills. Staff training on Social Emotional Learning supports the staff's professional development in this area.

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

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

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

SVUSD after school programs are a welcoming and inclusive space to encourage and value youth voice and leadership. The implementation of a social-emotional learning (SEL) program at

all sites increases feelings of belonging for all students. All programs implement SEL strategies to create an inclusive environment that promotes youth voice. Student surveys for older children are implemented to help identify what students are interested in.

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.

All SVUSD after school programs provide a nutritious snack in the afternoon. Full-day programs offer meals and snacks based on hours of operation.

All programs include SEL to improve the well-being of students. In addition, all programs offer outdoor physical activity to improve well-being.

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.

SVUSD programs foster a welcoming environment inclusive of all students and their community. Programs accommodate students' needs based on culture or religion as well as abilities. All eligible students are included in the SVUSD ELOP programs. Special needs are accommodated when possible for all programs. MOUs with outside organizations include acceptance or diversity and equity.

The SVUSD after school programs are inclusive and promote diversity by creating welcoming and safe spaces. All SVUSD after school programs implement social-emotional learning through various strategies.

The after school program staff work with parents, teachers, and school administration to serve students with special needs and from economically disadvantaged families. All program documents, such as flyers, information packets, and handouts are available in English and Spanish. The after school programs include academic activities and provide homework assistance and additional enrichment activities to support students and accelerate their academic growth. After school program staff can provide information about referral services, food assistance programs, and other opportunities for students and families who are experiencing economic hardship.

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

All ELOP program staff meet or exceed the minimum requirements of an SVUSD para professional. Partner organizations recruit, hire and train qualified staff. Partner organizations conduct a background check and fingerprinting for all potential employees. MOUs and Service Agreements include hiring and training policies as well as inclusion of appropriate insurance. All MOUs and Service Agreements are signed and approved by SVUSD before rendering services. Employees of partner organizations are supervised by on-site and organizational staff.

Program staff meet regularly to discuss, plan, and prepare for the program. Site Coordinators will meet regularly with SVUSD staff to align program goals and to discuss support for professional development. Professional development opportunities are provided in person and/or virtually to develop new skills and enhance safety practices. Through stakeholder meetings, SVUSD and the ELOp community develop goals including staff development.

Parent surveys are established to gather input from families on all aspects of the ELOP programs including staffing.

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

A Guiding Coalition for ELOP services was established in SVUSD during the 2022-2023 school year. The team determined a vision for and purpose for the SVUSD ELOP program. SVUSD ELOP Vision:

The SVUSD Expanded Learning Opportunities Program provides enriching academic instruction, hands-on activities, and social-emotional learning to engage eligible students in high-quality afterschool and intersession opportunities that complement, but do not replicate the school day.

The Expanded Learning Opportunities program provides enriching academic and experiential learning to engage students in year-round opportunities for success. SVUSD ELOP provides equitable opportunities for all students by creating independent, curious learners through intentional programs.

9—Collaborative Partnerships: Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs

In order to provide a variety of expanded learning opportunity programs, SVUSD partners with several organizations including the Boys and Girls Club, YMCA, and Rancho Simi Recreation and Parks District (RSRPD) for after school and intersession programs. These partnerships are well-established and ongoing. Through this partnership, SVUSD is able to provide afterschool services at all elementary schools, all middle schools, the preschool, and at the Boys and Girls Clubhouse. Additional partnerships include but are not limited to other organizations for specific enrichment or academic activities.

The following chart lists school sites and the partner organization that provides on-site services:

BGC/ASES	YMCA	Parks and Rec (RSRPD)
Berylwood	Arroyo	Crestview
Park View	Atherwood	Garden Grove
Santa Susana	Big Springs	Knolls

Clubhouse	Hollow Hills	Madera
	Katherine	Mountain View
	Sycamore	Township
	White Oak	Vista
	JELA	Wood Ranch
		Hillside
		Sinaloa
		Valley View

In addition, Berylwood Elementary, Park View Elementary, and Santa Susana Elementary provide Afterschool Education and Safety (ASES) programming. SVUSD runs ELOP and ASES as one comprehensive program at those sites. The programming maintained services previously funded through ASES and added additional services through ELOP funding. Additional services include but are not limited to the expansion of services to include Transitional Kindergarten (TK) and Kindergarten students, an expansion of days to include 30+ non-school days, as well as additional enrichment activities.

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

SVUSD works collaboratively with all partnering organizations and their leadership to provide effective social-emotional, academic, and enrichment programming. SVUSD staff meets regularly with the partner organizations to review, discuss, and update the program plan, or when changes are necessary to respond to student needs. SVUSD shares academic information and data when appropriate to after school program staff to assist in supporting student academic growth.

10—Continuous Quality Improvement: Describe the program's Continuous Quality Improvement plan.

The SVUSD ELOP Department is dedicated to continually improving services and student outcomes. Program monitoring includes a four-part annual quality improvement cycle including cycles of planning, training, assessing, and reflecting.

SVUSD implements continuous quality improvement (CQI) cycles recommended in the "Quality Standards for Expanded Learning in CA: Creating and Implementing a Shared Vision of Quality" to help every student, every day, be successful. Once a year, the SVUSD leadership

establishes a team to visit ELOP/ASES sites to provides feedback and areas of improvement. At the end of each school year, the guiding coalition reviews the ELOP program through the lens of the Quality Standards and other program input including surveys and focus groups from parents, ELOP staff, and other stakeholders. SVUSD also debriefs with each partner organization to collect data about performance related to the quality standards.

Throughout the ELOP program sessions, the SVUSD maintains regular communication and collaboration with the partner organizations to identify areas of concern and to correct them immediately. Meetings are scheduled monthly or bimonthly to discuss progress on goals as well as program needs.

Data from other sources is used to identify areas of improvement for schools and ELOP programs and to monitor progress. The Guiding Coalition, along with the collaboration of the partner organizations, develops specific yearly goals to continually improve the program.

11—Program Management: Describe the plan for program management

The Assistant Director of Early and Expanded Learning guides the programs with the support of the SVUSD Guiding Coalition. The ELOP Guiding Coalition includes a variety of stakeholders to ensure that all voices are heard. When appropriate, the district leadership and the Board of Education are asked to approve services and expenses. SVUSD ELOP funding supports the vision, mission, and goals of the expanded learning programs as well as that of SVUSD. Program funding provides staffing, administration, staff training, student materials, transportation as well as field trips and other expenses. Each school year, the Guiding Coalition determines yearly goals for the programs and regularly evaluates those goals.

District representatives meet regularly with the partner organization representatives to determine alignment of implementation with ELOP criteria. Each ELOP program has a Site Coordinator or on-site contact who is responsible to plan daily activities that include academic, social-emotional, and enrichment activities to support student growth. The after school program staff provide students with homework assistance, academic intervention, fun recreational and social-emotional activities, physical fitness, and healthy habits and behaviors activities. The after school program staff meet regularly for a coherent and effective implementation. Intersession program staff plans in collaboration with the Assistant Director of Early and Expanded Learning to ensure quality implementation.

The ELOP Guiding Coalition includes fiscal representatives to ensure that the financial systems align with goals and vision of the programs. Additional meetings between the Assistant Director of Early and Expanded Learning, District Leadership, and the fiscal team ensure the responsible expenditure of funding. Documentation is kept on all expenditures. Compliance documentation is maintained by the Assistant Director of Early and Expanded Learning.

Parent focus groups and parent surveys ensure that the parent voice is heard. Student voice is also gathered to determine interests and needs. The focus groups include listening strategies learned through the Assistant Director's participation in the Ecosystems Advisory Committee organized through California Afterschool Network (CAN).

General Questions

Existing After School Education and Safety (ASES) grantees. ASES and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one grant is held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

SVUSD is a recipient of an ASES grant and implements the program at three campuses including Berylwood Elementary, Santa Susana Elementary, and Park View Elementary. ASES and ELOP are fully integrated at all three campuses. ELOP funds the younger students in Transitional Kindergarten and Kindergarten. ELOP funding is also used to enhance enrichment, academics, social-emotional learning, and physical fitness at the sites for all students. ASES programming and requirements are consistent with all of the ELOP funded after school programs. SVUSD partners with the Boys and Girls Club to operate an ASES program.

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

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

Transitional Kindergarten and Kindergarten Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

TK and K programs exist on all elementary sites and during the intersession programs. Ratios are maintained at 10-1 as required by ELOP criteria. After school staff are highly-trained to care for and teach transitional and kindergarten students. To help transitional kindergarten students academically progress and grow, after school staff are trained in the Preschool Transitional Kindergarten Learning Foundations (PTKLF). ELOP funds additional training for staff implemented by district staff. In addition, SVUSD will purchase materials and furniture

appropriate for young learners. Activities and the environment are developmentally appropriate for the age. All SVUSD after school programs foster a hands-on and language rich classroom for transitional kindergarten and kindergarten students. The transitional and kindergarten after school program reinforces positive social-emotional development and prepares students for success in the classroom.

Sample Program 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.

All after school programs begin immediately after the school day ends. Students transition immediately to the afters chool program. All programs end between 5:45 pm and 6:30 pm. When combined with the school day, programming reaches the minimum nine-hour day.

Below is a sample after school schedule from the YMCA program. It includes social-emotional learning, physical activity, academics, and enrichment. The second schedule is also from a YMCA program, but it reflects an intersession day. Other program schedules are available on request.

Sample after school schedule:

2:35 pm. Scholars arrive & SEL Mood Ring Tracker
2:45 pm. Outdoor Play - Collaborative game/Free Play
3:15 pm Snack - Yogurt & Granola
3:30 pm Curriculum - Reading (M/W/F) or Math (T/Th)
4:00 pm Brain Break
4:05 pm Homework
5:15 pm Enrichment Activity
5:45 pm Pack up & Dismissal

Sample Intersession Schedule:

8:00-8:15 am Arrival
8:15-8:20 am Mood Ring
8:20-8:30 am journals
8:30-9:45 am ELA
9:45-10:00 am cleanup
10:00-10:30 am snack and recess
10:30-11:30 am math
11:30-11:45 am cleanup
11:45 am -12:45 pm lunch and break
12:45-1:30 pm STEM

1:30-2:30 pm Art
2:30-2:45 pm cleanup
2:45-3:30 pm snack and recess
3:30-4:00 pm read
4:00-4:30 pm enrichment activity
4:30-5:15 pm indoor free play
5:15-5:30 pm check in on the day
5:30-5:45 pm dismissal

Additional Considerations to Maintain Compliance

Budget 2026-2027

The following budget is based on the Simi Valley Unified School District ELOP entitlement of $5.5 million dollars for the 2025-2026 school year. The entitlement expires on June 30, 2027. It represents a basic outline of the ELOP budget for the three years covered by this ELOP plan. Any major changes will require an addendum to the plan.

In some cases where ELOP students are served by an outside agency, cost sharing does occur. For example, an expense for program furniture is to be split based on the percentage of ELOP students participating in the program.

2026-2027 School Year Budget	
After school Services	$3,500,000
Academic Intervention	$330,000
Staff Training	$20,000
Materials	$10,000
Staffing	$10,000
Enrichment	$360,000
Spring Break	$42,000
Summer	$950,000
Administrative Salaries	$160,000
Technology Platform	$125,000
Total	**$5,507,000**

Explanations of Terms

After School refers to Expanded Learning services offered on every school day creating a 9-hour day for students. This service represents the bulk of the SVUSD budget due to its high value for working parents.

Academic Intervention refers to the math/ELA intervention held at every elementary site to support students that are not performing at grade-level. Teachers for the program are certificated SVUSD staff.

Staff Training refers to focused training for ELOP staff. It includes site-based staff as well as leadership training. On-going staff development and on-boarding of new staff are included in trainings.

Materials include academic and enrichment supplies that directly serve students. Examples of materials include craft supplies, furniture, and books.

Staffing refers to short-term extra hours for staffing to support ELOP programming. AN example would be extra support for enrollment sessions, outdoor school chaperones, site-based enrichment, etc.

Enrichment refers to Expanded Learning services offered at school sites after school. The sessions provide students the opportunity to experience a wide variety of enrichment activities. Students can attend both enrichment and afterschool programs or they can attend one or the other.

Spring Break services are offered for five full 9-hour days during the District spring vacation. Services are located at various locations across the valley. Cost includes student attendance, activity materials, and field trips.

Summer Expanded Learning services are offered for 4-5 weeks during the summer vacation based on the requirement of 30 intersession days. Services are full-day and meet the 9-hour ELOP requirement. Cost includes student attendance, activity materials, and field trips.

Administrative Salaries include partial salaries for district staff working directly with ELOP. Salary percentages are based on the percent of the work day in which the staff member is engaged in ELOP work.

Technology Platform includes the digital platform used to register students and account for services, student materials, ELOP staff training and professional development, as well as other expenses.

Offer and Provide Access

Outreach Strategies Include:

- Bilingual (English/Spanish) district-wide emails detailing ELOP offerings.
- ELOP information posted on the district website with translation options.
- Site and district staff (including community liaisons and interpreters) trained to share ELOP information.
- Partner organizations distribute multilingual flyers and contact information.
- Annual Zoom information sessions held in both English and Spanish.
- Targeted text messaging sent for specific program information

Registration Access:

- Coordinated registration via third-party providers.
- In-person events throughout July and August at multiple locations.
- School site office staff assist with submission of forms via district mail.
- District ELOP staff cross-check forms and follow up as needed.
- Community liaisons and district staff provide live and phone support.

Field Trips

Field trips are designed to enrich academic or enrichment programming and must align with program goals. Third-party provider RSRPD submit proposals outlining how trips meet these objectives.

Program Fees

Participation is **free** for:

- Students eligible for free or reduced-price lunch
- English Learners
- Foster Youth
- Students attending Title I schools

Third Party Incident Notification

External ELOP providers must notify the SVUSD ELOP Office by the next working day of any significant health or safety-related incident. A written report is due within seven days for the following:

- Death or serious injury of a child
- Child abuse, neglect, or dangerous absence
- Exposure to toxins or infectious disease outbreaks
- Fires, explosions, or building hazards
- Employee arrests
- Student suspensions or expulsions from ELOP

Staff Minimum Qualifications

All staff directly supervising ELOP students must meet the district's minimum instructional aide qualifications as outlined in the SVUSD paraeducator job description.