

**Expanded Learning Opportunities
Program Plan Guide**

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Expanded Learning Division

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Expanded Learning Opportunities Program Plan Guide

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

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

Local Educational Agency (LEA) Name: Long Beach Unified School District

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

1. Addams Elementary
2. Alvarado Elementary
3. Avalon TK-12
4. Bancroft Middle School
5. Barton Elementary
6. Birney Elementary
7. Bixby Elementary
8. Bryant Elementary
9. Burbank Elementary
10. Burcham Elementary
11. Carver Elementary
12. Chavez Elementary
13. Cleveland Elementary
14. Cubberley TK-8
15. Dooley Elementary
16. Edison Elementary

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17. Emerson Elementary
18. Franklin Middle School
19. Fremont Elementary
20. Gant Elementary
21. Garfield Elementary
22. Gompers Elementary
23. Grant Elementary
24. Hamilton Middle School
25. Harte Elementary
26. Henry Elementary
27. Holmes Elementary
28. Hoover Middle School
29. Hudson Elementary
30. Hughes Middle School
31. Jefferson Middle School
32. Keller Middle School
33. Kettering Elementary
34. King Elementary
35. Lafayette Elementary
36. Lincoln Elementary
37. Lindbergh Middle School
38. Lindsey Middle School
39. Longfellow Elementary
40. Los Cerritos Elementary
41. Lowell Elementary
42. MacArthur Elementary
43. Madison Elementary
44. Mann Elementary
45. Marshall Middle School

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46. McKinley Elementary
47. Muir TK-8
48. Naples Elementary
49. Nelson Middle School
50. Newcomb TK-8
51. Nieto Herrera Elementary
52. Oropeza Elementary
53. Powell TK-8
54. Prisk Elementary
55. Riley Elementary
56. Robinson TK-8
57. Rogers Middle School
58. Roosevelt Elementary
59. Signal Hill Elementary
60. Smith Elementary
61. Stanford Middle School
62. Stephens Middle School
63. Stevenson Elementary
64. Tinchler TK-8
65. Twain Elementary
66. Washington Middle School
67. Webster Elementary
68. Whittier Elementary
69. Willard Elementary

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

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support the whole child, students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded Learning” means before school, after school, summer, or intersession learning programs. The programs 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 during the regular school day and school year. (*EC* Section 8482.1[a])

“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. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). 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 any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts,

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such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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.

ELO-P operates programs in safe, accessible and ADA compliant locations on school campuses. Regular classrooms are used for academic and enrichment activities, while fields and outside areas are available for sports and recreation. ELO-P activities are conducted in accordance with rules and regulations applicable to building and equipment use. Custodial and building maintenance staff ensure that facilities are maintained at district standards, and regular site inspections ensure compliance.

In collaboration with the Long Beach Unified School District's School Safety and Preparedness Team, the ELO-P annually develops an Emergency Operations Plan (EOP) using a district-developed tool. This plan is written in collaboration and in alignment with the regular school day Emergency Operation Plan. ELO-P staff are included in the regular school day EOP in case an emergency occurs while school is in session and ELO-P develops an EOP plan specific for each after school site. The plan is a comprehensive, all-hazards emergency preparedness plan outlining what ELO-P staff will do in the event of an earthquake, fire, flood, or any other unsafe and hazardous situation. The plan is reviewed and revised annually. To maintain a state of readiness, students and ELO-P staff will participate in at least three scheduled safety/emergency drills each year.

In the event of an actual crisis, ELO-P supports the district's critical priority to prevent injuries, protect the lives of students, account for and reunite students with their parents. Emergency supplies are stored on campus and available to the ELO-P in case of emergency. ELO-P staff members and students are informed that the safety procedures and drills are conducted to promote further understanding.

At the beginning of each new school year, the district's School Safety and Emergency Preparedness team provides training for ELO-P staff. Agenda items such as Emergency Operation Plans (EOP's), Long Beach Police Department (LBPD) and Long Beach Unified School District (LBUSD) Support, School Safety Hours 24/7, Emergency 911, Mandated Reporting, Lockdown Procedures, Shelter in Place, Natural Disasters, De-escalating Violent Behaviors, Resource Hotlines, Safety Tips, etc., are shared and reviewed.

On a day-to-day basis, ELO-P staff actively supervise the after school environment and the ingress and egress of all participants. In conjunction with school administrators and the custodial supervisor, ELO-P works to ensure that rooms are safe and free of any hazardous materials and that equipment and areas are well lit to promote safe passage. Additionally, ELO-P staff are equipped with a digital two-way radio (walkie-talkie) which is programmed to communicate with the Site Director as well as the School Safety Officer on duty.

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ELO-P promotes a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students. ELO-P sites operate in Safe & Civil Schools. As an expansion of the learning day, the ELO-P seeks to support the tenets of Safe & Civil Schools, including the following beliefs: all students must be treated with dignity and respect; students should be taught the skills and behaviors necessary for success; motivation and responsibility should be encouraged through positive interactions and building relationships with students. To further support the social-emotional needs of students, ELO-P will explore work with the California Conference for Equality and Justice (CCEJ), a human relations organization dedicated to confronting bias, bigotry and racism.

Staff are trained in and encouraged to use Positive Behavior Interventions and Support (PBIS) when needing to redirect inappropriate or unwanted behaviors. Positive relationship building is the key for providing a nurturing and supportive environment for students. Staff seek to get to know students and gain a deeper understanding of their strengths and challenges, in order to best meet their needs. ELO-P works to help build cultural competence in both staff and students by the intentional teaching and celebration of cultural differences. This in turn helps to support a healthier community and more positive interaction between participants. The program environment is a bully-free zone. This understanding is reinforced in programs and staff and student interactions. Safe spaces are created to encourage open and free dialogue, kindness and compassion.

To further support the safety and physical needs of students, the following policies and procedures have been implemented:

*Staff members wear employee shirts and other monogrammed clothing, which allows for quick and easy identification by staff, students, parents and community members.

*Staff wear district identification lanyards.

*A weekly schedule is located in the ELO-P school site office. This schedule includes activities, times, room numbers and names of supervising staff.

*CPR/First Aid training is provided.

*First Aid kits are restocked as needed and available in the District Office.

*Safety related incidents will be appropriately documented in a report and shared with the student, parent/guardian, administration, Coordinator, and ELO-P Office as appropriate. Further communication is on an as-needed basis.

*At least one emergency contact is listed for each student on the ELO-P enrollment registration form.

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.

ELO-P utilizes researched, Common Core practices, curriculum, and supplies to assist staff in providing an academic component. The purpose is to align and bridge the gap between the instructional day and after school hours. Utilizing Common Core practices and activities ensures that students receive support and linkage to the school day.

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ELO-P embeds the Learning in Afterschool Principles (LIAS) throughout the program. ELO-P provides students with opportunities to participate in integrated activities in the areas of literacy, math, science, visual/performing arts, character education, service-learning, social emotional learning, physical fitness, health education and more. College and career readiness, life-skills and vital social skills are addressed, in alignment with the Common Core standards.

The Learning in Afterschool Principles are infused throughout ELO-P. Following the principles, along with utilizing research based curriculum and strategies, provides students the opportunity to experience positive youth development and project based learning experiences.

Learning in Afterschool Principles

ELO-P embeds the Learning in Afterschool Principles (LIAS). Detailed information on the Learning in Afterschool Principles can be found here: <http://www.learninginafterschool.org/>

Learning In Afterschool Principles

1. Learning that is Active

Learning and memory recall of new knowledge is strengthened through different exposures – seeing, hearing, touching, and doing. Afterschool learning should be the result of activities that involve young people in “doing” – activities that allow them to be physically active, stimulate their innate curiosity, are hands-on and project based.

2. Learning that is Collaborative

Knowledge should be socially centered, as collaborative learning provides the best means to explore new information. Afterschool programs are well positioned to build skills that allow young people to learn as a team. This includes listening to others, supporting group-learning goals, resolving differences and conflicts, and making room for each member to contribute his or her individual talents. Collaborative learning happens when learners engage in a common task where each individual depends on and is accountable to each other.

3. Learning that is Meaningful

Young people are intrinsically motivated when they find their learning meaningful. This means having ownership over the learning topic and the means to assess their own progress. Motivation is increased when the learning is relevant to their own interests, experiences, and the real world in which they live. Community and cultural relevance is especially important to new immigrant youth and those from minority cultures. Rather than learning that is focused on academic subjects, afterschool programs should help young people apply their academic skills to their areas of interest and real world problems. In addition, when learning involves responsibility, leadership, and service to others, it is experienced as more meaningful.

4. Learning that Supports Mastery

Young people tell us they are most engaged when they are given opportunities to learn new skills. If young people are to learn the importance and joy of mastery, they need the opportunity to learn and practice a full sequence of skills that will allow them to become “really good at something.” Afterschool activities should not promote the gathering of random knowledge and skills. Rather, activities should be

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explicitly sequenced and designed to promote the layering of skills that allow participants to create a product or demonstrate mastery in a way they could not do before. They achieve this by designing activities that lead to a culminating event or product that can be viewed and celebrated by peers and family members.

5. Learning that Expands Horizons

Young people benefit by learning opportunities that take them beyond their current experience and expand their horizons. Learning about new things and new places promotes a greater sense of potential of what they can achieve and brings a sense of excitement and discovery to the learning environment. Afterschool programs have the flexibility to go beyond the walls of their facilities. They use the surrounding community as a classroom and bring in individuals and businesses that young people may not otherwise come into contact with. Expanding young people's horizons also includes helping them to develop a global awareness. This includes increasing their knowledge of other cultures and places and their understanding of the issues and problems we have in common across cultural and political divides.

Examples of partnerships and curricula include, but are not limited to the following materials:

Materials	Curricular Area
Smart Fit Girls	Self Esteem, Body Image, Resistance Training, Exercise
Breathe So Cal	Environmental Justice, Nicotine and Vaping Prevention, Indoor Toxins, Air Pollution, Asthma, CO2 and Climate Change, Renewable Energy Sources
Girl Scouts	Leadership Development, STEM, Outdoors, Life Skills, Entrepreneurship
Coding Code-tastic code.org.	Technology
Khan Academy	Standards Aligned Practice and Lessons in Math, Grammar, Science, History, AP, SAT
ST Math	Elementary Visual Math, Technology
Restorative Practices	SEL Building Community, Repairing Harm, Restoring Relationships

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Growth Heartset	Strategies of Self-Awareness (mindfulness), Emotional Self-Management (self-care), Relationship Building, Empathetic Listening
Maintaining Math Fluency	Math Facts
Multicultural & Social Emotional Learning Books	Character Development & Multi-cultural Education, Arts
Harmony SEL	Social Emotional Learning
LeapFrog Special Education Kits	Special Education
Reader's Theater (K-8)	Elementary & Middle School Literacy
KidzLit (K-8)	Elementary & Middle School Literacy
LeapFrog ELD Kits	English Language Development
Lakeshore Math & Language Kits	Elementary & Middle School Literacy & Math
KidzMath (K-8)	Elementary & Middle School Math
Brick-Lab Academy of Engineering	Elementary Science/Math
Lego Robotics Kits	Middle School Science/Math
Brain in the Box (Grades K-5)	Math & Language
Science Explorers	Science
Digital & Video Cameras	Technology

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Curriculum Lesson Plans	All Core Subjects, Special Education, English Language Learners, Physical Education, Recreation, Music and Arts Enrichment
Integers & Decimals Curriculum	Mathematics
STEM & Robotics Materials	STEM
Learning Palettes	Language Arts, Mathematics
WRAP-Ups	Language Arts, Mathematics
Versa-Tiles	Language Arts, Mathematics
Chromebooks & Carts	STEM
MacBooks & Carts	STEM

Additional descriptions and examples of curricula and partners include, but are not limited to the following:

STEM Science Focus

NASA/JPL provides standards-based lessons infusing Math and Science into the program. Lessons are engaging. Varieties of science concepts are included beyond space. NASA/JPL has K-12 resources available free of charge to all schools/community members. NASA provides excellent, free and very high-quality print materials.

Trash 4 Teaching

Trash 4 Teaching provides examples of science & engineering projects completed by students in various school districts utilizing their materials. These materials are generally recycled/rejected parts from manufacturers, which are ideal for creating and engineering science projects. Students have constructed items such as bridges, robots, and designed model college campuses, etc. using these materials. The hands-on concepts utilized with the Trash 4 Teaching materials and training are highly rated by staff and students.

Breathe So Cal

The partnership with Breathe So Cal and their programs includes focused curriculum on environmental, air pollution, conservancy and recycling issues. The agency's goal is to educate students on asthma and prevent students from developing asthma by providing science/research-based education to the community.

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United Mental Health Providers

ELO-P utilizes the services and training provided by the County of Los Angeles including topics such as; mental health & stigma, depression, anxiety, drug & alcohol prevention, stages of grief and loss, child abuse, suicide prevention, childhood disorders, immigration, adaption & resilience, and emotional health.

Gardening

ELO-P encourages Community Learning Gardens at schools, using gardens to teach STEM concepts. For example; the growth cycle of plants, water cycle, photosynthesis, and concepts about nutrition and where food comes from/how it's grown, engineering/measurement of gardens, temperature, charting, etc. Gardens also provide opportunities to increase parent involvement in gardening and infuse cultural concepts such as the Mexican traditional 3-sisters garden, while tying it into science (why this works so well in our climate, etc.).

Science and Robotics Kits

Science kits infuse more hands-on STEM activities into ELO-P. Students learn mathematics, physics, science, engineering, robotics, language, design, logic, communications, and more in an engaging, hands-on fashion. The combination of manipulatives along with activities provides a powerful and effective motivator of learning. It results in the successful acquisition of real-world skills and academic principles.

American Cancer Society Relay Recess & Relay For Life

Collaboration with the American Cancer Society provides students and families with education and prevention materials from the American Cancer Society. Students become involved in the community events dedicated to cancer prevention, obesity prevention, education, smoking cessation and more. This is aligned with science and healthy living/choices.

3—Skill Building

[Describe how the program will provide opportunities for students to experience skill building.](#)

ELO-P commences immediately upon the conclusion of the school day and operates until the later of at least 6:00 p.m. and three hours after the school day ends. This provides an opportunity for students to be engaged in a safe, academic, enriching environment after school every day of the school year. In addition, many schools have ELO-P and ASES supplemental funding, which allows ELO-P to provide additional programming opportunities at non-ASES sites and during "summer" intersessions; Thanksgiving, winter, spring, and summer recesses.

ELO-P embeds the Learning in Afterschool Principles (LIAS) throughout the program. ELO-P provides students with opportunities to participate in integrated activities in the areas of literacy, math, science, visual/performing arts, character education, service-learning, social emotional learning, physical fitness, health education and more. College and career readiness, life-skills and vital social skills are addressed, in alignment with the Common Core standards.

Understanding that the regular school day has limited time for additional practice and reinforcement, staff strive to engage all students in content areas through a unique approach to learning and skill building. Each site provides a variety of experiences to students. ELO-P promotes academic success by providing opportunities for students to expand on concepts taught during the instructional day. Using school data, student and staff input, programs will not only contribute to the students' academic achievement, but appeal to their interests, and support their social emotional learning. ELO-P activities are designed to

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enhance student learning by providing opportunities that may not be available during the school day. Staff strive to teach using games, manipulatives and disguised learning techniques.

Programs support the needs of struggling learners, as well as those who are ready for academic enrichment activities. Academic assistance is provided at ELO-P sites. ELO-P is in alignment with the California Common Core State Standard goals, which are designed to ensure that students graduating from high school are prepared to enter credit-bearing courses in two or four-year college programs or enter the workforce. The goal of academic enrichment is to reinforce and complement the school day through expanded learning opportunities. Activities are designed to promote productivity and success.

Academic/Literacy Plan

An Academic/Literacy Plan is written at each site. This is a collaboration between the Principal, Teacher Liaison and Expanded Learning Program staff. The plan addresses student priorities, interests, and needs. Monthly collaborative meetings at school sites help ensure implementation of the plan.

Homework/Academic Assistance

Academic assistance is provided at ELO-P sites. The goal of academic enrichment is to reinforce Common Core Standards through activities, which include homework help and other activities. Activities are designed to promote productivity and success.

Educational Enrichment

ELO-P provides students with opportunities to participate in integrated activities in the areas of literacy, math, science, visual/performing arts, character education, service-learning, physical fitness, health education and more. College and career readiness, life-skills and vital social skills are also addressed.

Academic Enrichment

ELO-P provides students with the opportunity to participate in integrated activities in the areas of literacy, math, science, visual/performing arts, character education and service learning.

Physical Activity

ELO-P provides opportunities and curriculum for student movement and activity, i.e., recreation, sports, dance, games, yoga, team building, physical education and skill building, etc.

4—Youth Voice and Leadership

[Describe how the program will provide opportunities for students to engage in youth voice and leadership.](#)

Meeting the needs of LBUSD's students remains a top priority in programming and staffing decisions. As part of ELO-P's continuous cycle of improvement, student input is gathered to indicate student interests and needs, and to evaluate current program offerings. Programming adjustments and additions, staffing needs, and professional development for staff are reviewed. In designing and sustaining a program for students, encouraging open and honest student voice and choice is of extreme importance.

A key component of the ELO-P is to engage youth in authentic and meaningful leadership roles, where students can share feedback. Youth Leadership/Council Teams meet to discuss, plan and prepare for upcoming activities and events. They work in collaboration with ELO-P staff and the regular school day. The collaboration helps with planning and preparing for activities, special events and field trips, as well as advertising and promoting.

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Student input is a valued and vital component to the ELO-P. Staff adhere to the philosophy that programs and activities should be student centered and based upon student voice and choice. Student leaders provide program feedback concerning activities and program components to Site Directors who share student ideas to the Collaborative.

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.

ELO-P recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for students. The wellness plan supports the district's goals of supporting student wellness through health education, physical education/activity, health services, nutrition services, psychological/counseling services, and a safe and healthy school environment.

ELO-P supports the school's wellness plan by offering programs and activities that promote healthy choices and behaviors to help students understand and appreciate the importance of a healthy lifestyle. Healthy Choices and Behaviors are emphasized in healthy air/environment education, cooking, nutrition, sports and dance programs. Students participate in field trips, fun runs, and school fairs and celebrations.

Additionally, the program works with site-based counselors in order to support the social-emotional needs of students. The ELO-P Office provides professional development in social emotional learning to help support positive choice and a safe and supportive school environment. Collaborations with community organizations such as Los Angeles County United Mental Health Providers, New Hope Grief, Coaching Corps, Breathe So Cal, Smart Fit Girls, Centro Community Hispanic Organization (CHA), and Girl Scouts of the USA, help provide a meaningful and engaging curriculum and support to promote health and wellness throughout programs.

ELO-P utilizes curriculum such as the Harmony Social Emotional Learning Program. Social Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary for being a healthy adult. This includes problem-solving skills, as well as teaching students to embrace diversity and build healthy relationships that will last into adulthood. Focus themes include; diversity and inclusion, empathy and critical thinking, communication, problem solving, and peer relationships.

Restorative Practice is a process that seeks to repair relationships that have been damaged, including those damaged through bullying. This is accomplished by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. The rationale behind the approach is that when offenders reflect upon their harm to victims, they become remorseful and act restoratively. Practitioners can focus on the unacceptable behavior of offenders rather than their moral character. This can lead to healthier interpersonal relations among members of the school community and more effective learning.

YOU MATTER is part of Every Monday Movement (EMM). This experiential, action-oriented curriculum focuses on service learning that is based on youth-driven ideas that will make a positive impact in students' local communities.

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Intramural sports, activities, and clubs provide students the opportunity to participate in competitive sports in a safe and fun environment, while learning together to accomplish physical, social and mental goals.

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.

California and Afterschool Physical Activity Guidelines indicate that physical activity improves academic performances and decreases behavior challenges. ELO-P demonstrates strong commitment to this belief. ELO-P includes activities and curriculum such as Coaching Corps, Sports Drills, Sweat Time, and Shake It Up.

In coordination with the district's Nutrition Services Department, student participants receive a daily snack or supper. Nutrition Services supports ELO-P's commitment to provide a quality Expanded Learning Program. The excellence in service delivery and support is the same for snacks and suppers, as it is for school day meals. The Nutrition Services branch is committed to promoting healthy food choices through school meals and nutrition education for the students of the Long Beach Unified School District. The district's team of food and nutrition professionals provide students with nutritious snacks and meals to help support their academic success. In addition, Nutrition Services promotes healthy nutritional practices through professional development provided for ELO-P staff throughout the year at designated staff meetings.

Examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in ELO-P.

LBUSD Afterschool Supper Menu Sample

Supper (November 29-December 3, 2021)

Offered Daily: Low Fat White Milk & Nonfat Milk

11/29/21 Yogurt, Cinnamon Toast Crunch, String Cheese, Fresh Apple Pear and Paradise Punch

11/30/21 Peanut Butter and Jelly Sandwich, String Cheese, Baby Carrots with Ranch Dressing, Berry Juice

12/02/21 Tortilla Chips with Shredded Cheese and Salsa, Fresh Broccoli with Ranch Dressing

12/02/21 Turkey Ham & Cheese Deli Sandwich, Corn, Orange Juice

12/03/21 Peanut Butter Cup with Whole Grain Crackers, Baby Carrots with Ranch Dressing, Seasonal Fresh Fruit, String Cheese

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.

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ELO-P will create an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Program staff will participate in diversity and sensitivity training and disability awareness. Celebrating the uniqueness of ELO-P students and supporting multi-cultural awareness is extremely important in ELO-P.

The commitment to promoting diversity is not only evident in program offerings but also in staff. ELO-P recruits staff from diverse cultural backgrounds, with a myriad of experiences to share with students and enhance overall programs. Staff are expected and encouraged to promote an environment that is both inclusive and welcoming to all students regardless of race, ethnicity, religious beliefs, and gender identity and preference.

ELO-P seeks to enhance cultural competence among students by discussing topics in clubs and activities that help to promote awareness, understanding, compassion and empathy. Culturally connected holidays and events such as, "The Great Kindness Challenge" are both promoted and celebrated. The literature and activities used align with topics and/or include characters who reflect the voice and experience of student participants.

Based on student voice and choice, examples of programs that highlight cultural traditions include multi-cultural dance, cooking, visual and performing arts, field trips to colleges, museums and cultural community events that help create awareness and broaden the multi-cultural experiences of students.

Support is provided to students with disabilities, English Language Learners, and other students who have potential barriers to participate in the program. Expanded Learning will collaborate with district offices such as OCIPD (Office of Curriculum, Instruction, and Professional Development) and OSS (Office of School Support Services) to determine and secure support as needed.

In order to best meet the needs of students, information is shared by site staff with district ELO-P staff regarding specific and individual needs of students. Staff consult with site-based experts, i.e., school principals and counselors, on how to best differentiate and scaffold program curriculum. When appropriate, staff meet with parents to discuss student needs and to develop strategies for student support and success.

ELO-P Administration have access to the district's "Synergy" Student Information System in order to ascertain academic information, language level, and if applicable, nature of disability of program participants. Information is used to better understand and meet the student's needs. ELO-P staff participate in staff development to help increase the level of understanding and ability to encourage and support full inclusion and participation. Staff professional development includes topics such as, "A Walk in My Shoes" Disability Awareness, Kagan Cooperative Learning Strategies, English Language Learner (ELL) /Specifically Designed Academic Instruction in English Strategies (SDAIE), Positive Behavior Interventions and Supports (PBIS), and Social-Emotional Learning (SEL).

7—Quality Staff

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

The minimum requirements of the district instructional aide is included in the frontline staff job description requirements and a prerequisite to being hired as a front line staff member. In addition, the ELO-P Office requires partnering providers to provide current verification of staff requirements. Recruitment and retention of quality staff are important to serve youth. Examples of recruitment plans

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include participation in the Los Angeles County Office of Education Expanded Learning Division's Hiring Fairs, distribution of flyers at universities and community events, and working in collaboration with the district's Personnel Office.

A sampling of recruitment efforts include:

- *City and District Job Fairs
- *Mail-Outs, Flyers, Emails, Phone Calls, Website
- *Word of Mouth
- *Open House
- *Back to School
- *Education Celebration All-City-District Fair
- *PTA Collaborations
- *Networking with School Staff and Faculty
- *Recruitment Events

The hiring process includes paper screening, testing, and individual and/or group interviews. If recommended for hire, candidates are processed via the district's Personnel Commission Office. ELO-P complies with the district's ongoing evaluation, monitoring and support processes.

ELO-P seeks to employ staff members who have experience with Expanded Learning Programs in an urban school environment, and who are passionate about developing youth in helping to maximize their full potential. ELO-P strives to hire a diverse staff, reflective of the diversity in the student population. Additionally, it is important that staff reflect a wide range of knowledge, interests and experiences so that they may help create, lead and support interesting and engaging programs and activities for students. It is critical that potential employees demonstrate interest and desire to work with and develop youth.

Employees are provided evaluation, feedback, and professional development in order to tap into potential leadership skills and build program capacity. ELO-P believes in a system that supports, monitors and holds staff accountable. Professional development topics include areas that address student academic support, social-emotional learning, academic enrichment and recreation/physical activity, including healthy nutrition and wellness. ELO-P provides staff with training and professional development needed to help facilitate excellence in programs and strengthen program capacity.

The ELO-P Office, in collaboration with the ELO-P Collaborative, develops an annual professional development schedule that is in alignment with the Continuous Quality Improvement Plan as part of the Continuous Quality Improvement Cycle.

Ongoing professional development occurs with agenda items such as: Program Expectations and Support, Safety, Drill Schedules, Emergency Operation Plans, Continuous Quality Improvement, Collaboration, Academic Literacy Plans, Compliance, Quality and Innovation, FPM, Diversity, Character Education, Open Enrollment, Recruitment, Summer Programs, Lesson Planning, Supporting Students

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with Special Needs, Working with the Trauma Affected Child, Effective Classroom Management, Self Care, Growth Mindset, Social Emotional Learning, and Developing Leadership Capacity.

Examples of additional training topics include: Alignment with the Superintendents' Goals, Mindfulness, Coaching Corps, STEAM, Kindness/Gratitude Challenge, Lights On! Afterschool Events, Native American History, Recognizing Trauma and Building Resistance, Restorative Practice, Core 5, Homeless Education and Resources, LGBTQ+ Awareness, CHAMPS, Student Voice and Leadership, Cultures Around the World, Supporting Students with Behavioral Problems, Providing Positive Support Amidst a Pandemic, Global Maker Day, Safe & Civil Schools, Khan Academy, ST Math, Positive Behavior Interventions and Support, Kagan Cooperative Learning, Science, Technology, Engineering and Math (STEM), First Aid & CPR, Girl Scouts of the USA Leadership, LBUUSD Nutrition Services Training, Breathe LA (Environmental Sciences); University of California Healthy Nutrition Program, Trash for Teaching Recycling Program (T4T), Cancer Society, Canine Rescue, School Safety and Preparedness, Healthy Nutrition, Smart Fit Girls, Girl Scouts, and College and Career.

ELO-P's annual professional development plan strives to meet the needs of staff and youth program participants. Professional development occurs monthly at specific meetings including Management, Coordinator and Site Director meetings. Included in the plan are partner provider site visits and sharing of best practices.

Additionally, site-based professional development to support front-line staff is provided by the Coordinator and supported through site visitations, feedback and evaluation from the Site Supervisor. ELO-P encourages staff to visit other expanded learning programs both in and out of the district. A ELO-P rubric with the Learning in Afterschool Principles is used as a walkthrough, feedback and continuous improvement tool.

ELO-P personnel are encouraged to partake in the Los Angeles County Office of Education (LACOE's) After school Programs in Region 11 (ASPIRE) professional development, committee involvement, and after school advocacy and leadership opportunities such as:

- *County Advisory Meetings
- *Staff Development/Training Events
- *Community of Practice (COP) Meetings
- *Site Coordinator Leadership Development Program
- *Special Events
- *Specialized Communities of Practice
- *Meetings
- *Institutes

ELO-P staff participate in expanded learning workshops and conferences such as the Best of Out of School Time Collaborative (BOOST) conference; the largest, most recognized and comprehensive global convening for after school, expanded learning, and out-of-school time professionals.

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8—Clear Vision, Mission, and Purpose

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

Vision: To enrich the experiences of youth by providing diverse and quality programming that supports the academic, social-emotional and physical needs of our students, based on youth voice and choice, and input from and in collaboration with partner organizations, teachers, parents and the community.

Mission: To provide high quality expanded learning opportunities for all students.

Purpose: To offer a District-wide ELO-P in collaboration with community partners such as Action Youth America (AYA), the City of Long Beach Parks and Recreation and Marine; Boys and Girls Clubs of Long Beach; Camp Fire USA; Conservation Corps of Long Beach; and the YMCA of Greater Long Beach, by working together to implement programs after school and during Thanksgiving, spring, winter, and summer recesses. Through these programs, thousands of local students and their families have access to convenient, no or low-cost, high-quality expanded learning programs designated as a balanced mixture of academic assistance and enrichment, and physically and emotionally healthy activities that are fundamental components of youth development.

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.

There is a productive and ongoing collaboration and complementary partnership between ELO-P and the students' instructional day. The partnership begins with the understanding of student needs through meetings and discussions with school administration and staff. The Site Director, Coordinator and School Principal have monthly collaborative meetings to address these needs, reflect on the Single Plan for Student Achievement, and discuss the efficacy of programs in developing the Academic Literacy Plan. During meetings, data is reviewed and used to enhance current programs and create ideas for new ones.

ELO-P office staff members collaborate with Site Directors, Supervisors, Coordinators, and Program Leaders. Part of this effort includes providing technical assistance at sites by participating in collaborative meetings and site visits.

Additionally, ELO-P staff meet with Teacher Liaisons regularly throughout the school year. Teachers provide direct support and tutoring to students. Teachers provide feedback to ELO-P staff on an ongoing basis. Teachers participate with the development and implementation of site Academic/Literacy Plans. Teachers participate in meetings, data collection, professional development, and site visits. Teachers facilitate and participate in surveys regarding the effectiveness of ELO-P sites, in supporting the students' instructional day.

Community Based Organizations participate in planned meetings and collaborative site visits, which allow best practices to be shared between agencies across ELO-P. These opportunities allow provider personnel to share ideas, discuss potential projects and collaborate.

The Academic/Literacy Plan is used to facilitate a collaborative approach with the Principal, Teacher Liaison and program staff in order to identify site specific priorities and needs. Plans are reviewed and revisited continually by ELO-P site staff, and collected by the ELO-P Office bi-annually.

Expanded Learning Opportunities Program Plan Guide

Long Beach is extremely fortunate to have strong collaborative partnerships that support, advocate and provide direction to the expanded learning movement within the city. These entities recognized the need to develop a coordinated citywide effort in the area of after school services. The collaborative organization is composed of Community-Based Organizations. The organization has the following goals: (1) Identify gaps or service areas in the after school arena and (2) build partnerships among the members. Many of the CBO and city government agencies have formed strong, ongoing partnerships, creating new ways to work together to serve the out of school youth.

The second collaborative Partnership is the Long Beach Program Stakeholders. Key stakeholders include CBO teams, principals and/or their appointed Liaison who meet with the after school ELO-P management team on a regular basis. Teacher Education Liaisons support students, programs, and help align the regular school day goals with after school day activities. District personnel work with key stakeholders so that the collaborative model will be successful.

The third collaborative partnership is the Long Beach Partnership Management Team (PMT). The Management Team is composed of a voting member from each of the Community Based Organizations, Project Administrators and support staff. Since 2003, the PMT has been a forum for Expanded Learning Program providers to discuss areas of common interest, need, and improvement. Evaluation, marketing, staff development, policies, and procedures are discussed. Additional agenda items are solicited from partners prior to each meeting and often relate to issues that may arise when working collaboratively. PMT members provide oversight of ELO-P, ensuring that individual programs are utilizing best practices, thereby maximizing benefits to the children served. PMT sponsors and supports such events as the local annual "Lights On Afterschool" event to build community awareness of the important contribution that after school services make in the lives of Long Beach students.

PMT Partner Agencies include the following Community Based organizations; YMCA, Action Youth America (AYA), Camp Fire USA, Boys & Girls Club of Long Beach, Conservation Corps of Long Beach, City of Long Beach, and the Long Beach Unified School District. Partners provide staff and programming.

Community partners provide school-specific program management. Each site has specific community partners who may provide additional resources, funds or materials. Examples include Long Beach Public Libraries and local businesses.

Community organizations support ELO-P through providing volunteers, staff development and funding. Coaching Corps, New Hope Grief, BLAST Long Beach State University Volunteers Mentoring, Centro CHA, NASA/JPL, Trash 4 Teaching, Breathe So Cal, Boy Scouts, Girls Scouts, Smart Fit Girls, UC Riverside Healthy Nutrition, the American Heart Association, Teaching Gardens Program, the City of Long Beach, Museum of Latin American Art and Long Beach Museum of Art are a few of the collaborative agencies which provide a multitude of support in the way of funding, staff development, volunteers, materials and more.

Los Angeles County Offices of Education provides technical assistance, support, training and monitoring. They continue to assist in the interpretation of grant requirements and facilitate communication with the California Department of Education.

The program mission, vision, and goals, created in collaboration with the PMT, Site Coordinators, Directors and Teacher Education Liaisons are shared and revisited regularly at school meetings, collaborative site principal meetings, and school site meetings. Information about the mission, vision, goals, and expected outcomes, including program activities, services, service locations, hours and

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evaluation results are disseminated to the community via the program's webpage. Materials are available in English, Khmer, Spanish, and/or other languages as needed, so that they are accessible to residents in each community.

To promote engagement and transparency, the local partners will distribute information i.e., flyers at program sites and through other locally distributed publications and websites. The goal of these communications will be to inform the community about the program, solicit resources to sustain the project, and encourage the community to participate in program evaluation by sharing their experiences and opinions. The Notice to Apply for ASES funding is placed on the LBUSD website.

In addition, an important district-wide and community event takes place each year. Long Beach Unified School District's Education Celebration consists of all district schools and programs with informational booths and display tables, brochures, presentations, etc. ELO-P and community based organizations participate together in this event each year, disseminating Expanded Learning Program information to parents and community members.

10—Continuous Quality Improvement

[Describe the program's Continuous Quality Improvement plan.](#)

The Quality Standards for Expanded Learning Programs in California are considered in the context of the five Learning in Afterschool Principles, which clearly communicate how Expanded Learning Programs contribute to youth learning. Principles include learning that is active, collaborative, meaningful, supports mastery, and expands horizons. Study of the LIAS has led to participation in a Quality Improvement Process (CQI) and implementation of a Quality Improvement Plan.

ELO-P staff are trained in the LIAS. In addition, collaborative walkthroughs using a LACOE and LBUSD developed walkthrough guide focusing on LIAS, are implemented at ELO-P sites in order to define and develop further knowledge of LIAS, while providing opportunities for data collection leading to feedback and collaborative conversations centered on findings and the sharing of best practices. Through this process, sites determine areas of strength, need, and most importantly, determine additional next steps, resource and professional development needs.

Next steps included assessing program quality to determine focus areas for improvement after LIAS was introduced in the program's culture. The above mentioned professional development and walkthroughs laid the groundwork for the development of the Quality Improvement Plan.

The plan was written in collaboration with the Partner Management Team (PMT) and based on the assessed needs of the program. PMT, comprised of partner community based organizations, Boys and Girls Club, Camp Fire Greater Long Beach, City of Long Beach Parks, Recreation and Marine, Conservation Corps of Long Beach, Action Youth America (AYA), and the YMCA, along with other key stakeholders including Site Coordinators, Directors, Teacher Liaisons, students, and site staff were included in professional development, walkthroughs, and meetings.

Program quality was analyzed in more depth through the lens of 1) Point-of-Service Quality Standards; safe and supportive environment, active and engaged learning, skill building, youth voice and leadership, healthy choices and behaviors, diversity, access, and equity and 2) Programmatic Quality Standards; quality staff, clear vision, mission and purpose, collaborative partnerships, continuous quality improvement, program management, and sustainability. The process included using The California After-School Network (CAN) Self-Assessment for Quality Standards for Expanded Learning assessment tool with key stakeholders. While data analysis and reflection showed trends toward a need for

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improvement in all standards, two main areas of need per the Assessment Tool were identified as high priority; Point-of-Service Quality Standard “Healthy Choices and Behaviors” and Programmatic Quality Standard “Quality Staff”.

ELO-P Expanded Learning Quality Improvement Plan

Healthy Choices and Behaviors

- Goal 1 is for the program to promote students' well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy lifestyles in an environment that supports a healthy lifestyle.
1. Objective #1 Best practices and “Healthy Choices and Behaviors” to be shared by partner providers at Coordinator Meetings.
 2. Objective #2 "Healthy Choices and Behaviors" to be a standing agenda item on meeting agendas.
 3. Objective #3 "Healthy Choices and Behaviors" curriculum to be implemented.

Quality Staff

- Goal 2 is for the program to recruit high quality staff and volunteers who are focused on creating a positive learning environment and to provide ongoing professional development based on assessed needs.
1. Objective #1 Best practices in “Quality Staff” to be shared by LBUSD and partner providers at Coordinator /PMT meetings.
 2. Objective #2 “Quality Staff” to be a standing agenda item on meeting agendas.
 3. Objective #3 "Quality Staff" to be supported through program visits and professional development. In addition, ELO-P and partner providers participate in the LACOE technical site visits and walkthroughs. This particular objective is most crucial, as it allows staff to provide ongoing feedback and acts as a monitor, support and accountability system.

Quality Standards "Healthy Choices and Behaviors" and "Quality Staff" are identified priorities; areas in need of improvement and key standards in the Continuous Quality Improvement Process cycle of assessing, planning, improving and development of the improvement plan. Partaking in a quality improvement cycle so that the program refines, improves, and is strengthened is essential. Findings and reflections take place throughout the year and at meetings. The continuous cycle of assessing, planning, and improving will help to ensure the program systematically improves.

The CQI process will help improve program quality as staff engage in analysis and meaningful reflection in order that program activities and opportunities for youth are intentional and meaningful. ELO-P adheres to the Quality Improvement Plan cycle, which revolves around the 12 critical standards developed in partnership between the California Department of Education's (CDE) After School Division and the California Afterschool Network (CAN) Quality Committee. See the plan template on the following two pages.

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Long Beach Unified School District
Quality Improvement Plan for Expanded Learning

PD/T = Professional Development/Training
ME = Mentoring
C = Coaching
R = Resources
ACS = Academic/Curriculum Support

Program Site:	LBUSD Expanded Learning Programs		
Aligning Quality Standard:	HEALTHY CHOICES AND BEHAVIORS		
Quality Program Improvement Goal Number 1: Point-of Service Quality Standard	The program promotes students' well-being through opportunities to learn about and practice balanced nutrition, physical activity, and other healthy choices in an environment that supports a healthy lifestyle.		
Objective 1:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Sharing Best Practices: Best practices in “Healthy Choices and Behaviors” to be shared by LBUSD and partner providers at Coordinator meetings.	LBUSD City of Long Beach YMCA Action Youth America Boys & Girls Club Conservation Corps of LB Camp Fire	September October November December February March May	none
Objective 2:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Standing Agenda Item: “Healthy Choices and Behaviors” to be a standing agenda item on all ELO-P meeting agendas.	Program Administrator PD Leads	September- June	none
Objective 3:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed

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Enrichment: “Healthy Choices and Behaviors” enrichment opportunities to be offered i.e., University of California Riverside, Nutrition Education, Smart Fit Girls, Girls Scouts.	All Site Staff	September-June	PD/T, ACS
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Program Site:	LBUSD Expanded Learning Programs		
Aligning Quality Standard:	QUALITY STAFF		
Quality Program Improvement Goal Number 2: Programmatic Quality Standard	The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed needs.		
Objective 1:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Sharing Best Practices: Best practices in “Quality Staff” to be shared by LBUSD and partner agencies at Coordinator meetings.	LBUSD City of Long Beach YMCA Action Youth America Boys & Girls Club Conservation Corps of LB Camp Fire	September October November December February March May	none
Objective 2:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Standing Agenda Item: “Quality Staff” to be a standing agenda item on meeting agendas.	Program Administrator PD Lead	September-June	none
Objective 3:			

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Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
<p>Staff Support: “Quality Staff” to be supported through ongoing program visits and professional development.</p>	All Site Staff	September-June	PD/T, ACS

11—Program Management

Describe the plan for program management.

LBUSD oversees fiscal and overall program management, training and evaluation. LBUSD provides staff such as; Senior Director, Program Administrators, Curriculum and Professional Development Teachers, Coaches, Site Coordinators, Site Supervisors, Site Directors and Front Line Staff. Support Staff is provided in areas such as; Accounting, Attendance, Nutrition Services, Human Resources, Compliance, and Clerical Support. LBUSD provides facilities, school safety services, Principal/Administrative support, BTSA/National Board Teacher Support, teacher liaisons, custodians, central office support, curriculum leaders, snacks and/or meals. The role of the LBUSD is to support programs, assist in recruitment, ensure alignment to the school day, and assist with program quality. Goals are in alignment with Learning in Afterschool Principles (LIAS); to create and sustain an Expanded Learning Program that is active, collaborative, and meaningful, supports mastery and expands students’ horizons.

The organizational structure consists of Program Administrators, who work in collaboration and partnership with community based organizations and community program partners known as the Collaborative. Site Coordinators and Supervisors oversee selected sites. Site Supervisors, Directors, and Program Leaders (front line staff) are responsible to operate programs at the site level.

Program Administrators and the Collaborative are responsible for administering the program, planning and training frontline staff, and collaborating with school staff and administration, in order to facilitate compliance, quality and safety.

Site Directors and Frontline Staff perform attendance responsibilities, distribution of snacks/suppers, run programs, and interact with and support students as needed. Site Directors conduct weekly site meetings with Frontline Staff, meet weekly with Program Coordinators or Supervisors, and meet monthly with school administration. Additionally, the Site Director engages in ongoing communication and collaboration with the Teacher Education Liaison.

The needs of the staff are assessed through observations, evaluations and direct feedback, as well as input from school administration, Program Administrators and Program Coordinators. The Site Director is evaluated by Administration. Staff are evaluated, using evaluation forms/processes and informal feedback is provided throughout the year. Staff attend monthly professional development, LACOE training, and additional outside training, as needed. Communication between program staff is fluid and ongoing both verbally and in writing when appropriate (direct, texts, e-mails, phone calls). Staff members use two-way radios, which enables immediate communication during program activities.

Program Leaders work closely with the Site Director in the daily operation of the program. The Site Coordinator also helps supervise when directors are absent and provide student and program support throughout the year.

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Additional staff will support the ELO-P as needed to ensure the overall success of the program.

The program provides accounting support to work adjunct to the ELO-P Office to fulfill fiscal and reporting requirements. In addition, district central office staff assist in the fiscal and accounting duties. Contracts are written annually with partner providers in order to cover indirect costs and other expenses. Other expenses include items such as transportation, snacks/meals, curriculum experts, training, program support, supplies, overhead, program monitoring and other indirect costs. Expenditure reports are maintained on the LBUSD accounting system. Budgets are reported to CDE as required.

General Questions

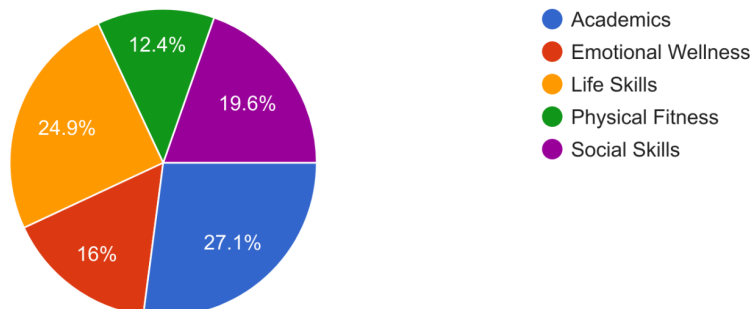
Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

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

The intention of providing a comprehensive program is to continue current services, while expanding offering services to all students in need of afterschool care. Funding will be used to braid current program offerings, such as ASES, Kids Club, Child Development Centers (CDC), and Kids Corner, under the Expanded Learning Opportunities Program umbrella to provide one comprehensive program. Afterschool Safety and Education (ASES) and 21st Community Learning Centers (21st CCLC) Elementary/Middle school grant funds will be utilized in addition to ELO-P funds. The intent is to operate programs at each school site TK-8th, mirroring current ASES programming components and requirements. ELO-P funds will be used to offer learning opportunities for students outside the normal school hours for purposeful and structured physical, academic, and enrichment activities. The goal of Long Beach unified is to create one cohesive afterschool program that incorporates all TK-8 schools. Programs will incorporate academics, emotional wellness, life skills, physical fitness, and social skills. Community Surveys (spring 2022) provide additional feedback for planning and prioritizing activities (art, computers/coding, cooking, dance, drama, gaming, homework help, music, science, sports and tutoring).

What skills would you most like your child to develop in the before or after school program?

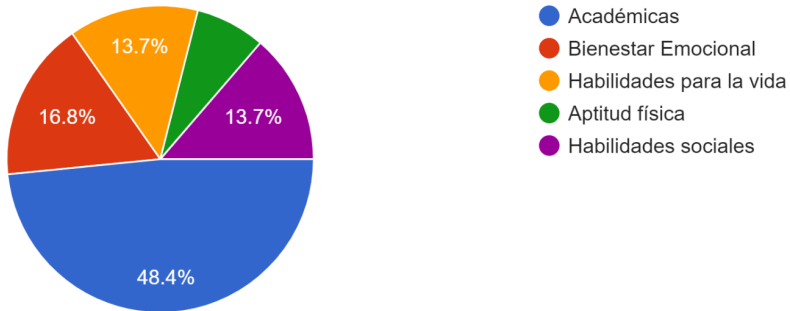
469 responses



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¿Qué habilidades le gustaría que su hijo(a) desarrollara en el programa antes o después de la escuela?

95 responses

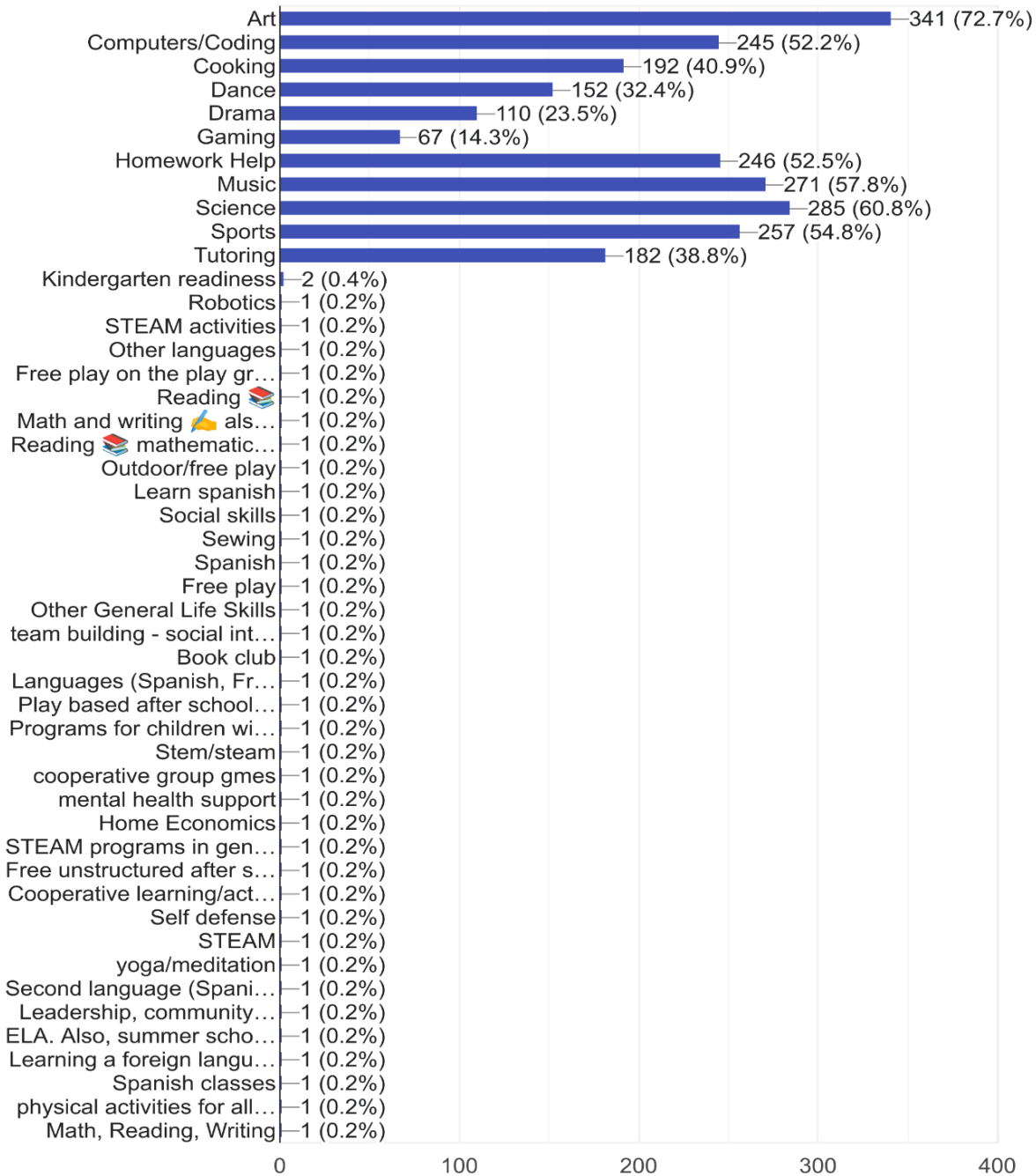


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What types of activities would you like to see your students participate in before or after school?

Please select your top 5.

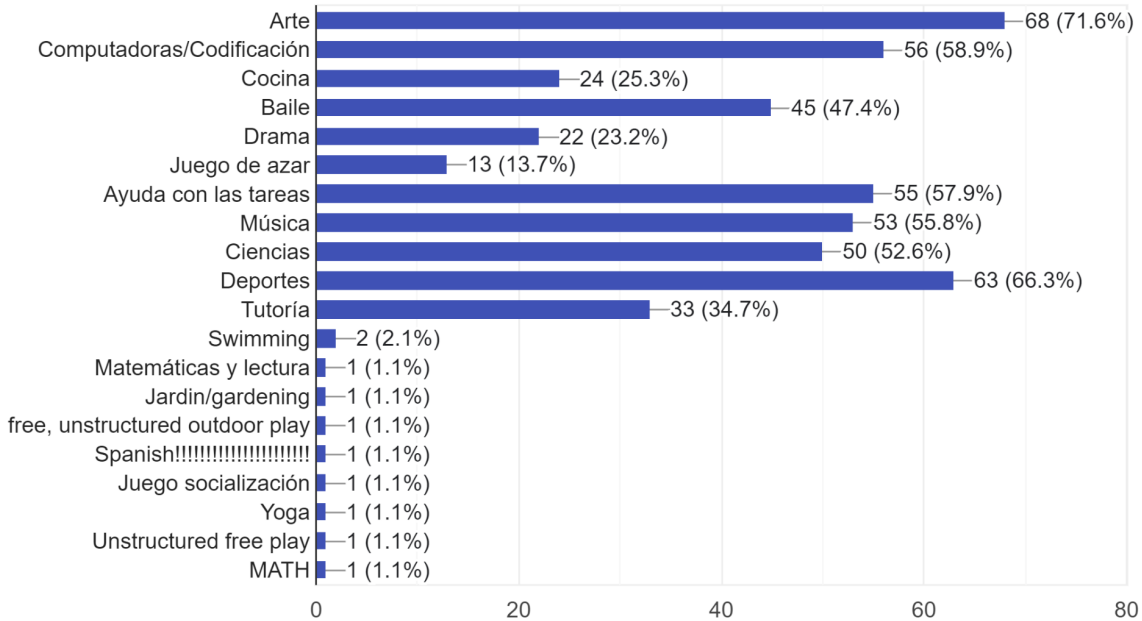
469 responses



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¿En qué tipo de actividades le gustaría que participaran sus estudiantes antes o después de la escuela? Por favor, seleccione las 5 preferidas.

95 responses



Transitional Kindergarten and Kindergarten

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

The plan for recruiting and preparing staff to work and serve transitional kindergarten and kindergarten students is as follows: 1) fall - spring of 2022 - recruitment and hiring of program staff, 2) work in collaboration with Personnel Commission, 3) provide professional development to ensure staff are providing developmentally appropriate activities and care to students, 4) recruit within and outside of the district who have experience working with children, and 5) recruit current and future para educators and educators.

ELO-P staff will work closely with existing and new staff in collaboration with district support offices and partnering providers to provide continuous support in early childhood development and curriculum that is developmentally appropriate. The professional development plan includes opportunities for collaboration between TK/K district curriculum leads, teachers and program staff. Sufficient staff will be hired to maintain the 10-1 ratio during ELO-P time.

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Professional Development and Support Plan		
BOOST (Best of Out of Town Time) National Conference	April 26-29, 2022	California Department of Education (CDE) Expanded Learning Team & Various Presenters
Early Learning Symposium	March 26, 2022	Various Presenters
TK-K Professional Development Classroom Learning Environments	May 19, 24, 25, 26, 2022	LBUSD Early Learning Office

Site Directors, Supervisors & Coordinators 10:30 a.m. – 1:00 p.m.						
Date	Theme or Quality Standard	Topics	Enrichment	Academic Enrichment	Character Education	College & Career
July 9, 2022	ELO-P Overview and Setting the Tone	Diversity, Equity and Inclusion Lisa Murphy M.Ed	Play based Relationships Focused Child Centered Environments			
Aug 24, 2022	Opening Meeting	Overview, Logistics Compliance, Quality, Innovation Meals/Snacks	Coding STEM	ELA: Writing ELA: Reading Math	Growth Mindset	
Sept 7, 2022	Diversity, Access and Equity	Cultural Competence, Restorative Justice	Restorative Justice Circles Buddy Up	ELA: Writing	Harmony SEL	C&C Readiness
Oct 5, 2022	Safe and Supportive Environment	Trauma Informed/Trauma Responsive Programs; School Safety Office & HRS	Prevention-At Risk Behaviors	Instructional Strategies	Restorative Practices	
Nov 2, 2022	Healthy Choices & Behaviors*	Mental Health & Stigma, Suicide Prevention, !Mpact Players, Positive Behavior Intervention & Supports	Recreation	ELA: Writing ELA: Reading	PBIS	
Dec 7, 2022	Youth Voice & Leadership	Encouraging Community Awareness, Project Based Learning, and Involvement in Youth	Youth Leadership, Community Service	Inquiry & Investigation Social Studies Science		C&C Readiness

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Feb 1, 2023	Safe and Supportive Environment	Symptoms and Treatments of Depression, Harmony SEL	Prevention-At Risk Behaviors	Instructional Strategies	Growth Heartset	C&C Readiness
Mar 1, 2023	Skill Building	Summer Program Planning and Support	Art Music Recreation	ELA: Writing ELA: Reading Inquiry & Investigation Math		Career Tech. C&C Readiness
May 3, 2023	Active & Engaged Learning	Student Recruitment, Employing Strategies that Promote 21st Century Skills	Best Practices	Instructional Strategies		Career Tech. C&C Readiness
June 7, 2023	Reflection & Planning	Summer and Fall Enrollment Programming	Recreation	Instructional Strategies		A-G Requirements

Coordinators, Site Supervisors & Partner Management Team 1:00 p.m. – 2:00 p.m.

Date	Quality Standard	Sharing of Best Practices Focus Standards*: Healthy Choices & Behaviors /Quality Staff
Sept 7, 2022	Opening	Long Beach Unified School District
Oct 5, 2022	Mission, Vision, Purpose	City of Long Beach
Nov 2, 2022	Quality Staff*	YMCA
Dec 7, 2022	Collaborative Partnerships	AYA
Jan 11, 2023	Mid-Year Conferences	All providers
Feb 1, 2023	CQI	Boys & Girls Club
Mar 1, 2023	Program Management	Conservation Corp
May 3, 2023	Sustainability	Campfire
June 7, 2023	End-Year Conferences	All providers
LACOE Region 11 Advisory		TBD
Teacher Liaisons (Weds)		Sept 14, Oct 12, Jan 11, Feb 8, May 10, June 7 4:00-5:00 p.m.
Co-op Groups Site Directors & Supervisors (Weds)		Sept 14, Oct 12, Dec 14, Jan 11, Feb 15, March 8, May 10, June 7 10:00 a.m. - 12

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

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

Instructional Day General Schedule Sample	
6:30 - 8:00 a.m.	Child Development Centers School Age Care (CDC SAC)
8:00 a.m. - 2:00 p.m.	UTK
2:00 a.m. - 6:00 p.m.*	WRAP/Kids Club/Kids Corner
2:00 a.m. - 5:30 p.m.*	Child Development Centers School Age Care (CDC SAC)
	*ELO-P Options

Instructional Day Classroom Schedule Sample	
6:30 - 8:00 a.m. (includes breakfast)	CDC SAC
7:30 - 8:00 a.m.	LBUSD Rec Aides
8:00 - 8:05 a.m.	Greeting-Health Check and Sign In
8:05 - 8:30 a.m.	Big Experience 1: Circle Time, Calendar, Opening
8:30 - 9:30 a.m.	Free Choice Centers, Directed Table Top Activities
9:30 - 9:45 a.m.	Transition - Toileting
9:45 - 10:15 a.m.	Outdoor Learning
10:15 - 10:30 a.m.	Toileting
10:30 - 10:50 a.m.	Big Experience 2: Circle Time, Direct Instruction
10:50 - 11:00 a.m.	Clean Up - Handwashing
11:00 - 11:30 a.m.	Learning Lunch
11:30 a.m. - 12:00 p.m.	Outdoor Learning
12:00 - 1:00 p.m.	Toileting and Quiet Activities
1:00 - 1:50 p.m.	Big Experience 3: Circle Time, Small Group, Differentiated Instruction
1:50 - 2:00 p.m.	Clean-up and Dismissal - Parent or Teacher Signs Child Out
2:00 - 5:30 p.m.*	Child Development Centers School Age Care: State Funded/Fee

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	Based
2:00 - 6:00 p.m.*	WRAP/Kids Club/Kids Corner
	*ELO-P Options

Summer or Intersession Day Sample	
8:00 - 8:30 a.m.	Nutrition/Breakfast
8:30 - 9:00 a.m.	Outside Activities
9:00 - 10:00 a.m.	Academic Enrichment Math, Reading, Writing, Social Emotional
10:00 - 11:00 a.m.	Outside Activities, Sports, Exercise, Science (gardening, nature walks/observations and explorations)
11:00 a.m. - 12:00 p.m.	Lunch
12:00 - 12:30 p.m.	Music and Movement
12:30 - 2:00 p.m.	Enrichment Art, STEM, Music, Dance, Drama
2:00 - 3:00 p.m.	Outside Activities
3:00 - 5:00 p.m.	Leadership/Youth Councils, Clubs, Team Building, Student Choice Exploration/Play i.e., crafts, building blocks, technology, math manipulatives, literacy activities, science experiments

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a

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program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

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

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] 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 opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

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[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized child care programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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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.