

Lynwood Unified School District
Expanded Learning Opportunities
Program Plan Guide

LYNWOOD UNIFIED SCHOOL DISTRICT EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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

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**Lynwood Unified School District and Expanded Learning Opportunities
Program Site(s)**

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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. Abbott Elementary
2. Keller Elementary
3. Lincoln Elementary
4. Lindbergh Elementary
5. Lugo Elementary
6. Mark Twain Elementary
7. Marshall Elementary
8. Roosevelt Elementary
9. Rosa Parks Elementary
10. Washington Elementary
11. Will Rogers Elementary
12. Wilson 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 support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Lynwood Unified School District provides a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students. For the expanded day program, students remain onsite at their school sites and attendance is taken daily.

All school sites have a site supervisor who is designated as the liaison between the Coordinator of Expanded Day and the ELO-P program at the site level. The site supervisor designates the safe and supportive environment for the students to thrive in their before or after school experience. All students in the Expanded Learning Opportunities Program have access to multiple classrooms with varied programming to facilitate learning and growing. Classrooms, playgrounds, library, and multipurpose rooms are all part of the programming for students to ensure the ELO-P environment is supporting their learning achievements. As part of the ELO-P plan, LUSD will develop STEM and Arts rooms to support our STEM and Arts Academies.

All schools offer the nine-hour school day supporting the entire school community. All families have access to the program to facilitate their childcare needs.

Program Leaders maintain 25 to 1 or less student to staff ratios at each school site. In TK and Kindergarten classrooms, the ratio of students to staff is 10 to 1 or less. These adults are a combination of Lynwood Unified school employees and contracted service providers. The outside service providers include program leaders, site supervisors, tutors, sport coaches, and academy teachers in areas such as visual arts, drama, engineering and robotics.

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.

Enrichment activities provide students opportunities to extend their learning beyond the school day. Students engage in activities centered around our Expanded Day Academies. These Academies are focused in four main strands: Arts Academy, STEM Academy, PE/Sports Academy, and Academic Academy. These Academies were developed based on stakeholder input including survey information from parents, upper elementary students, teachers, and

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school site principals. A central philosophy behind our Academies and enrichment program is the idea of “Windows and Mirrors.” In this allegory, the “mirrors” are programs which our students find engaging and relevant to their community, cultural experiences, and current interests. The “windows” are programs that offer an opportunity to participate in enrichment activities that may be new or with which they lack experience, allowing students to develop interests and skills they may not have known they had before.

The Arts Academy allows students to participate in three(3) 12-week, rotating arts content areas. The three arts content areas are dance/music, drama, and visual arts. At the beginning of each rotation, students have the opportunity to select the academies which meet their interests. The Arts Academy is taught by community partners with specialized skills in arts instruction for elementary age students.

The STEM Academy allows students to participate in three(3) 12-week, rotating content areas. The three arts content areas are robotics, coding, and engineering. At the beginning of each rotation, students have the opportunity to select the academies which meet their interests. The STEM Academy is taught by community partners with specialized skills in areas such as robotics, engineering, and instruction for elementary age students.

For the PE/Sports Academy, all students receive daily, engaging physical activity. Students who elect to do so may also participate in intramural sports, specifically flag football, basketball, and soccer.

The Academic Academy runs throughout the school year and intersession. This academy provides additional academic support, homework assistance, and tutoring support. The expanded day staff work in conjunction with the regular school day staff to determine the level of support each student receives during the Academic Academy time. Depending on the student, this may include homework assistance to small group tutoring.

The Academies, which include service projects and activities, will be determined by student interests according to initial and ongoing assessments. All enrichment activities are aligned to state and local standards.

Students will have the opportunity to participate in other engaging enrichment activities including Esports gaming clubs, material arts, culinary clubs, and gardening clubs.

3—Skill Building

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

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The LUSD ELO-P comprehensive program provides multiple avenues for skill building opportunities for students:

Academic enrichment - The Academic Academy offers extra academic support in areas such as reading, writing, math, and foundational skills. This allows students to receive extra practice and grow their skills in these subjects. Tutoring or homework assistance sessions occur daily

Leadership development - During the course of the Academies, students have the opportunity to practice their leadership skills in areas such as public speaking, decision making, collaboration, teamwork, and conflict resolution through activities like drama, music, engineering, robotics, and intramural sports teams.

Arts Academy - Drama, music/dance, visual arts, let students build their talents and express themselves in new ways. The arts help build confidence and interpersonal abilities.

PE/Sports Academy - Athletic programs promote teamwork, discipline, goal-setting, and health. Students stay active and build physical abilities while also learning valuable mindsets and skills.

The supportive and engaging expanded day environment allows students a chance to try new things and helps students explore interests, discover strengths, and gain knowledge and abilities that will serve them well both in and out of the classroom. Some of these new opportunities will include Esports gaming clubs, culinary clubs, and gardening clubs.

4—Youth Voice and Leadership

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

Student input is crucial to the expanded day program design. Students are encouraged to provide feedback and express their areas of interest via surveys. This survey data is used to help determine the focus of the respective Academies.

Through the ELO-P, students will develop their leadership skills within the context of leading sports teams, working with peers to perform dramatic performances and musical pieces, working collaboratively with engineering and robotics teams, and many others. Expanded day classrooms also engage in community circles in order to provide an opportunity for student voice and community building.

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A student voice survey was developed to capture student input on the expanded learning program. This survey was administered to 3rd through 6th grade students and was collected across the 12 school sites.

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.

Healthy Choices

Lynwood Unified School District works with our Food Services Department to serve one healthy snack daily to all ELO-P participants. Snacks are prepared in compliance with governing federal and state nutritional guidelines.

Program Leaders take daily attendance and report the snack numbers weekly to the Site Coordinators. This individual communicates the numbers to the ASES provider in order for the meals to be served daily. Counts vary as attendance on certain days can fluctuate.

Behavior

Program Leaders continue to use Positive Behavioral Interventions Supports (PBIS) to reinforce and redirect behaviors as an extension of the school day. Students will continue to follow the same expectations that they have during the day. Program Leaders receive training from the Site Coordinators on PBIS implementation and site-specific practices. Expanded days staff also collaborate with the Student Support Services department on PBIS, SEL, and trauma informed practices.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The ELO-P is open to all students in LUSD. The Coordinator of Expanded Day works closely with the principals, assistant principals, teachers, and counselors to communicate information about the program and offer participation to District families.

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The ELO-P is committed to providing equal opportunity for all individuals across the Lynwood Unified School District. District programs, activities, practices, and employment are free from discrimination, harassment, intimidation, and bullying based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The program is made up of people of all ages and from every walk of life working side-by-side to strengthen school communities. Together, we work to ensure that all students, regardless of ability, age, cultural background, ethnicity, faith, gender, gender identity, ideology, income, national origin, race or sexual orientation, have the opportunity to reach their full potential with dignity. Our core values of caring, honesty, respect, and responsibility guide everything we do. Our commitment to inclusion creates better communities, a better country and a better world. We know that the key to effectively nurturing and empowering the potential of children, improving individual and community well-being, and inspiring action in our communities requires a passionate, experienced and diverse array of staff, volunteers and members who value what everyone brings to the table.

At times, when exceptional individuals need certain needs met - the Site Coordinator works with the Coordinator of Expanded Day and Director or Assistant Director of Special Education to ensure resources are available to meet the needs of the individual student. At times, students with IEPs may require a one-on-one assistant similar to their school day.

7—Quality Staff

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

In the Lynwood Unified School District Expanded Learning Opportunities Program, students have access to district staff and community partnerships. This commitment to expose students to quality staff to be able to share their expertise and talents will help them to understand and experience the value behind collaboration and community partnerships.

The staff members serving the Academies have education and experience in their respective fields. This provides LUSD students access to quality staff and a variety of role models.

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All LUSD staff, as well as contracted staff, receive annual trainings in areas including but not limited to: PBIS, mandated reporter, sexual harassment, bullying/cyber bullying, and others.

8—Clear Vision, Mission, and Purpose

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

VISION:

To provide innovative and engaging before and after school experiences for LUSD students to collaborate, learn, and grow everyday. These experiences will supplement the school day by providing opportunities for high-interest, engaging experiences and hands-on activities in the areas of academics, sports, arts, and STEM. Our ELO-P vision is called “Windows and Mirrors.” The “mirrors” are programs which our students find engaging and relevant to their community, cultural experiences, and current interests. The “windows” are programs that offer an opportunity to participate in enrichment activities that may be new students, allowing our pupils to develop interests and skills they may not have known they had before.

MISSION:

The Lynwood Unified School District Expanded Learning Opportunities Program creates before and after school experiences that promote the whole child. As an LUSD community, we share a responsibility to our families and students to be able to provide them with exceptional experiences and care before and after school.

PURPOSE:

Through the collaboration of community partnerships and Lynwood Unified School District staff, the purpose of the ELOP is to support the individual development of all students before and after school. This development supports skill building, engaging activities, SEL, and academic achievement for all students.

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.

As part of the ELOP implementation, Lynwood Unified School District partners with Think Together to provide the core ELOP/ASES/21st Century braided comprehensive expanded day

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program. This partnership includes supervision of students, nutrition, physical activity, support for Academies, PBIS implementation, attendance, and other core-programmatic functions. In addition, LUSD partners with Think Together for the before school program as well as academic tutoring for students who demonstrate need.

Partners from Think Together, the City of Lynwood, Boys & Girls Club, and many others collaborate with Lynwood Unified staff to ensure students are provided with a comprehensive, engaging expanded day program which utilizes the strengths of the respective organizations to meet the needs of pupils.

LUSD also partners with local agencies to provide the services for our STEM Academy, PE/Sports Academy, and our Arts Academy.

All of these non-LEA agencies work collaboratively with the Coordinator of Expanded Day to ensure the smooth operation of the program and academies at all school sites.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

ELO-P staff and the ASES provider (Think Together) staff meet bi-monthly to examine data, outline improvement goals and action steps in order to best serve students and families in LUSD. Action steps are determined, acted upon, and debriefed in the bi-monthly meetings.

The Quality Standards/program goals for ELO-P will be used to assess program quality, and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include surveys, observations, attendance records, behavior records, and self assessments. The information will be collected from all stakeholders, which include students, parents, and staff. The results will be used to drive the improvement of the program.

11—Program Management

Describe the plan for program management.

Under the supervision of the Superintendent of the Lynwood Unified School District, full time positions were created in order to launch the 9 hour school day across 12 school sites. LUSD created the Coordinator of Expanded Day programs to work in conjunction with the Coordinator

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of Equity Enrichment Services. This new position focuses on directly managing, designing, and supervising the Expanded Learning Opportunities Program. This position requires an administrative credential and experience as a site administrator.

These positions work closely with the ASES provider - Think Together. Bi-monthly meetings are held in order to strategize and work together to build one comprehensive, braided program. Each school site has a Site Coordinator for ELO-P, who is employed by Think Together, that serves as the direct supervisor of the ELO-P program at their respective sites. They work closely with the principal, as well as District Coordinators, in order to create conditions to enrich the school day.

The ELO-P funding allows our schools to provide before and after school care as well as academic and enrichment programs (Academies) for our students. While at the same time, giving all students and families the opportunity to participate based on their needs and interests. The Expanded Learning Opportunities Program staff is responsible for making sure that 100% of program funding is used to support the before and after school program goals aligned to LUSD's vision and mission.

Each Site Coordinator maintains a roster and attendance sheet for their school's ELO-P program. The sites are expected to report weekly attendance numbers to the curriculum specialist.

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.

Currently both grants are held by Lynwood Unified School District. As the collaboration of both providers is essential - the Superintendent has ensured the Coordinator of Expanded Day is supervising the ASES grantee, Think Together. Through weekly meetings, the programming is in continuous improvement to continue to provide the best level of service to the families.

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Planning out procedures and routines for communication as one program allows access to the 9 hour school day and the ASES grant supports students until 6:00 PM daily. Both program components are critical to the success of the family.

ELO-P district staff is consistently monitoring the ASES numbers of students enrolled. Bi-monthly conversations with the Think Together and District staff have ensured all Site Supervisors have reached out to each student indicating interest in the program to discuss an offer for the ELO-P program. Letters, emails, text and phone messages are sent throughout the year in order to support programming for parents.

Transitional Kindergarten and Kindergarten

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

The Transitional Kindergarten and Kindergarten program will focus on the following set of developmentally appropriate skills: social-emotional skills, executive-function skills, and opportunities for inquiry-based learning. Through the collaboration of our community partners, TK and K students will participate in the respective Academies which will highlight group problem-solving, leadership, and self-regulation skills. The Academies are designed to a child's own interests to spark engagement and learning.

Sample Program Schedule

Sample Schedule	
7:00 - 8:30	Before School Program
8:45 - 3:00	Regular School Day
3:00 - 3:15	Expanded Day begins Check-in, snack
3:15 - 4:00	PE/Sports Academy <ul style="list-style-type: none">● Physical Activity

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	<ul style="list-style-type: none">● Intramural sports (students who elect to play)
4:00 - 4:45	Academic support <ul style="list-style-type: none">● Homework● Adaptive learning software● Tutoring support
4:45 - 5:30	STEM Academy & Arts Academy <ul style="list-style-type: none">● Visual ArtsOr● Robotics
5:30 - 6:00	Community circle Closure Dismissal

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

EC Section 46120(b)(2):

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

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

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[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):

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

EC Section 46120(c):

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

EC Section 8482.3(d):

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

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

EC Section 8482.6:

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

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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.

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.

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