

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

Prepared by:
Laguna Beach Unified School District

LBUSD
550 Blumont St.
Laguna Beach, CA 92651
(949) 497-7700

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Laguna Beach Unified School District
Contact Name: Kim Johnson
Contact Email: kjohnson@lbusd.org
Contact Phone: 949)497-7700 ext 4233

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. School Sites:
2. El Morro Elementary School
3. Top of the World Elementary School
4. Thurston Middle School
5. _____
6. ELO-P Location:
7. Boys and Girls Club- Laguna Canyon
8. _____

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

Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (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, 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>.

Expanded Learning Opportunities Program Plan Guide

1—Safe and Supportive Environment

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

The LBUSD ELO-P will be open to all TK-6th graders, with total enrollment numbers based on the availability of space. Priority enrollment will be given to "unduplicated" student groups, as defined by the California Department of Education as students from socio-economically disadvantaged homes, students who are English Learners, foster youth, and students experiencing homelessness. All program fees will be paid by the District for any unduplicated student. Additional scholarships may be available for families upon request through the BGC, based on financial need.

Participating students will be transported via bus, from the school sites to the BGC facility located in Laguna Canyon. LBUSD staff will work closely with the BGC Chief Executive Officer and BGC staff to create and maintain health and safety procedures for the expanded learning program. Using the current BGC policies and protocols in place to guide practices in this area, LBUSD families will receive written communication clearly indicating health, safety, and behavior procedures. These

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.

LBUSD ELO-P participants will be availed a multitude of learning activities, tailored to their specific interests. The program design will prioritize active, meaningful, and engaging learning methods that promote collaboration and a growth mindset. Examples of opportunities embedded within the ELO-P afterschool sessions will include Power Hour, during which time students will receive homework support, tutoring, and technology-based learning activities. Kindergarten students will gather in a dedicated learning space, Kinder Cove, focused on fostering self-confidence, creativity, and confidence through imaginative play, literacy and math-based games, and group projects. Middle school students will meet in The Loft, an exclusive space designed for their peer group, where they will participate in programs appealing to pre-teens/teenagers, and complete homework with adult support as needed. During the summer session, students will have the opportunity to participate in Summer Brain Gain, comprised of one-week educational modules with fun, themed activities aligned with state academic anchor standards.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

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

LBUSD's ELO-P, provided in partnership with the Boys and Girls Club of Laguna Beach, will develop projects and activities in which participants develop 21st-Century skills and demonstrate mastery through the creation of final products. Through project-based opportunities, students will practice skills including team-building, collaboration, and effective communication. Staff will promote student agency through seeking input during the creation of projects that relate to the lives of youth, enabling participants to make direct connections between the learning activity and their world.

Examples of skill-building opportunities through ELO-P, aligned to students areas of curiosity and passion, will include video game design and coding to create and introduce an original product, learning how to garden and grow food for sustainability and conservation of resources, and sewing skills to reduce waste by creating original garments out of recycled materials. Students will also explore

4—Youth Voice and Leadership

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

Youth voice and leadership will play an integral role in the development and implementation of LBUSD's Expanded Learning Opportunities Program. Through student surveys and focus groups, program staff will gauge student interests, and design future clubs and projects accordingly. Staff will continually encourage and engage participants in discussions around program design, topics they wish to explore and learn more about, and the quality of their learning and social experiences in ELO-P.

Additional dedicated youth leadership development offerings will include clubs such as Leaders in Training, during which time students have the opportunity to assume and practice leadership roles, learn the value of handling responsibility and teamwork, and foster accountability through community service projects. The Torch Club will also emphasize student leadership skills through the development of character and integrity, designed in consideration of the specific developmental

Expanded Learning Opportunities Program Plan Guide

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.

The LBUSD ELO-P will emphasize a healthy culture and environment, promoting student well-being through opportunities to learn about and practice balanced nutrition, physical activity, and mindfulness. The goal is for youth to learn how to take care of their minds, bodies, and emotions while establishing healthy habits that will last a lifetime. Students will choose from a variety of clubs and activities addressing physical and mental health. Student success criteria will include forming and maintaining healthy relationships, bolstering self-esteem, and making good choices.

Examples of wellness-inspired clubs will include Smart Girls, which provides health, fitness, prevention education and self-esteem enhancement for young girls. Wolf Pack will provide an option for young boys developing and maturing into young men to discuss actions that promote good character, strong leadership, and positive behavior. Participants will also have the choice to participate in Triple Play, a comprehensive health and wellness program that strives to improve overall health.

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 LBUSD ELO-P will take place in an environment that embraces diversity and equity, regardless of race, color, religion, sex, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression. The BGC, an organization that is part of the culture and rich history of Laguna Beach, actively recruits and hires staff that reflects the community of the students served. Staff will regularly participate in ongoing diversity and sensitivity training in accordance with the protocols established through the BGC organization. The LBUSD ELO-P will emphasize its commitment to diversity and equity within ELO-P marketing and outreach materials, as well as program policies.

In LBUSD, our core commitments include the following:

- 1) Every student, every day
- 2) Relationships matter
- 3) Continuous improvement

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

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

LBUSD, together with the BGC of Laguna Beach, will recruit and retain high-quality staff for the District expanded learning program. Staff will be focused on creating a positive learning environment for students and will embrace lifelong learning, attending ongoing professional development opportunities to hone professional skills. When assigning BGC staff to work with the ELO-P, experience, knowledge, interest, diversity, and capacity for engaging children in age-appropriate and meaningful learning will be taken into careful consideration. Staff working with LBUSD students will undergo rigorous federal background checks and will receive, as part of the onboarding process, robust safety training. Staff will be selected to work with ELO-P based on their ability to facilitate and integrate program curricula, evidence-based youth development principles, and best practices in designing and implementing program activities. Staff will be expected to facilitate learning opportunities that engage students in active and meaningful experiences to build skill development. Additionally, as is the expectation for all LBUSD and BGC employees, ELO-P staff will demonstrate integrity, professionalism, and the ability to

8—Clear Vision, Mission, and Purpose

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

The mission of the LBUSD ELO-P aligns with the mission of the District, as well as the Boys and Girls Club of Laguna Beach, our community ELO-P partner. This shared mission for expanded learning states, "Students will be empowered to gain the knowledge, experience, and skills needed to become lifelong learners, producers, and healthy, caring, contributing members of society." The following vision of LBUSD encompasses programs, services, and supports for our students: "We take ownership of each child's learning in our schools, accepting no limits on potential."

Additionally, all members of the Laguna Beach Unified team embrace three core commitments, which will be integrated and actualized through the ELO-P:

- 1) Every student, every day
- 1) Relationships matter
- 2) Continuous improvement

Expanded Learning Opportunities Program Plan Guide

9—Collaborative Partnerships

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

The LBUSD ELO-P will focus on intentionally cultivating and supporting collaborative relationships among stakeholder groups, including students, families, school staff, and community members, to achieve shared goals. LBUSD will develop the District ELO-P in partnership with the BGC of Laguna Beach. The ultimate goal of LBUSD expanded learning opportunities is to develop a seamlessly integrated program that connects the instructional day to the extended day.

Building upon current practices involving joint student programs, LBUSD and BGC will expand our partnership agreement through the Memorandum of Understanding. The LBUSD leadership team members, together with the BGC of Laguna Beach CEO and site leadership team members, will participate in initial program planning meetings, followed by regular quarterly meetings to address logistics, operations, programming updates, child health and safety, and staff/student needs. Weekly staff meetings for BGC staff facilitated by the BGC leadership team will focus on

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Laguna Beach Unified School District is focused on continuous improvement in all areas of educational services and support for students. As a regular part of District practice, stakeholders including school administrators, certificated staff, classified staff, district leadership team members, students, parents, advisory group members, and community partners, evaluate annual programs and goals to determine areas of strength and growth with an emphasis on measurable student outcomes.

Following the collection of stakeholder feedback (surveys, interviews, focus groups) and evaluation of goal progress monitoring data (attendance/participation rates, student project outcomes) an annual LBUSD Continuous Quality Improvement (CQI) Plan will be developed in alignment with the California Quality Standards for Expanded Learning, fulfilling all requirements for the California Department of Education Quality Program Improvement Plan for Expanded Learning Programs in California. The general components of the CQI plan are described below:

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

LBUSD and the BGC of Laguna Beach ELO-P team will collaboratively develop a program manual which would include information on budget/fiscal management information, personnel policies, transportation information, student policies and procedures, attendance/participating reporting protocols, program calendars, monthly activity schedules, and any additional pertinent information identified by the team. Families of participating students will also be provided access to a user-friendly parent handbook, describing program policies and procedures, available in parents' primary languages.

Expanded learning staff, employed through the BGC and contracted to work with the LBUSD ELO-P will receive annual training which includes the following: staff job descriptions, supervision protocols, emergency procedures, and school and community resource information. As a component of the contract between the BGC of Laguna Beach and LBUSD, the BGC CEO will provide quarterly budget and expenditure report information to accurately track expenses for ELO students. The

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.

Expanded Learning Opportunities Program Plan Guide

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?

LBUSD transitional kindergarten (TK) and kindergarten students will be invited to participate in expanded learning opportunities. Students identified as unduplicated pupils, including students who are from economically disadvantaged homes, students who are English Learners, foster youth, and students experiencing homelessness will be given the opportunity to participate in the ELO program at no cost to families, and will be offered priority enrollment. Students will also be provided bus transportation from the elementary school sites to the BGC of Laguna Beach facility.

TK and kindergarten students will have dedicated program space designed for their age and unique needs within the BGC facility. The staff-to-student ratio for both grade levels will be 1 to 10. TK students attending half-day instructional programs at either El Morro Elementary School or Top of the World Elementary School will have

Sample Program Schedule

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

Summer Kinder Cove

Kinder Buddy Schedule

TK & K Daily Routine

Expanded Learning Opportunities Program Plan Guide

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 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

Expanded Learning Opportunities Program Plan Guide

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):

[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

Expanded Learning Opportunities Program Plan Guide

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.

EC Section 8482.3(c)(1)(A-B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety- related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

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

- (1) Death of a child from any cause.
- (2) Any injury to a child that requires medical treatment.
- (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.

Expanded Learning Opportunities Program Plan Guide

- (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
- (5) Epidemic outbreaks.
- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party

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

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