EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

California Department of Education
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Sacramento, CA 95814-5901
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Burbank Unified School District
1900 W. Olive Avenue
Burbank, CA 91506-2460

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: Burbank 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. Disney Elementary
2. Edison Elementary
3. Emerson Elementary
4. Harte Elementary
5. Jefferson Elementary
6. McKinley Elementary
7. Miller Elementary
8. Providencia Elementary
9. Roosevelt Elementary
10. Stevenson Elementary
11. Washington Elementary
12. Luther Burbank Middle School
13. Dolores Huerta Middle School
14. John Muir Middle School

Purpose

This template will assist LEAs in developing 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

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" do 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 community's needs, updates in the law, and to facilitate 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 planning and overseeing 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). It 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 helpful 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 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 whether the program will be offered on the school site or off-campus. If not on site, describe where in the community it will be located and how students will be supported to access it.

With the leadership of the District administration, school administration, certificated staff, classified staff, and families, the ELO-P environment will follow all health and safety rules provided by the State, County, and District. All policies and procedures of the State of California, California Department of Education, and Burbank Unified School District will be adhered to.

Health, safety, and behavioral policies and procedures of the BUSD will be communicated to staff, students, and families verbally, in writing, and posted on the ELO-P website.

As a condition of enrollment and with access to the school district database, student health and medical needs will be identified. The ELOP program will respond appropriately to those health and medical needs as will the schools in the school district. Staff will be first aid and CPR trained.

In the event of a medical incident, an incident report will be completed and a copy provided to the family. Phone calls will be made to families in an emergency.

Emergency contact information will be maintained in the district database.

The ELO-P will connect with various District departments and community services as needed to provide a safe and supportive learning environment.

Staff are expected to treat all members of the ELOP community with mutual respect in a trusting, nurturing, and supportive environment. Staff are expected to encourage all participants to develop and strengthen skills and interests, resulting in a stronger learning community.

Positive behaviors and accomplishments of staff and students will be recognized. When inappropriate behaviors occur, staff are expected to respond in a calm, nurturing manner, by directly addressing them.

All staff, students, and families are expected to follow all health and safety procedures, trainings, and practice drills, as appropriate.

Staff will be provided with staff shirts or badges. Educational Partners will be required to undergo a thorough background check before working with students.

Snacks will be provided through the Burbank USD Food Services Department.

Attendance procedures will be followed, with strict check-in and check-out procedures similar to those in the ASES program. The District will use Aeries to track student enrollment and attendance and ensure that eligible students can participate in ELOP Programs. Procedures will be in place to ensure that students are always accounted for.

The program design will intentionally address the areas of interest, learning styles, participant strengths, and areas of concern, increasing and expanding the participants' academic and social-emotional learning.

Behavioral guidelines will be set and maintained by staff and participants. The structures of Positive Behavior Intervention and Supports (PBIS) will be followed.

Procedures for fire, earthquake, and lockdowns will be designed, practiced, and followed.

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.

The Expanded Learning Program will provide a variety of hands-on, project-based activities in Reading/Language Arts, Mathematics, Science, Social Studies, Art, and Music that result in students advancing their learning, and, at times, culminating projects.

Staff will design lessons that allow students to learn and grow through multiple senses. Activities will be designed to enable students to work in groups with clear roles and purpose. Activities will provide students with opportunities to think critically, discuss, and work collaboratively.

Activities will tap into concepts of equity, diversity, and inclusion.

District assessments will be used to measure growth in RLA and Math.

Participants will use technology to generate ideas and support them with multiple perspectives as part of a critical thinking process.

Students in K through 5 grades have a chance to participate in active, engaging learning through curriculum resources, as well as physical fitness and social-emotional support, provided by enrichment staff and teachers through the District.

In addition to supplementing traditional instruction in fun and creative ways, the Burbank ELOP Program will also provide students with daily emotional and behavioral support through planned activities that promote confidence and self-awareness, as supported by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Students will experience virtual and on-site field trips and consistent routines that give students a fun summer feel, all while learning.

3—Skill Building

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

Students will be provided projects and activities that result in a product or demonstration. Some tasks may be individual while others may be group oriented. Activities will include 21st century skills where students will have a sense of personal and social responsibility, an understanding of life, and career options. Activities will be linked to the outside world and problem for critical thinking and problem solving. Technology use will be integrated into many activities and learnings.

Students will participate in daily activities that support Social Emotional Learning (SEL), math and reading in small groups to experience collaborative thinking and building their skill sets together. Group projects, along with individual work books or adventure packs, are part of the summer learning experience to enhance academic gains by almost 2 months in both reading and math. Examples of hands-on learning include engineering and science activities that will help students develop their critical thinking skills and enhance their math concepts and mathematical awareness.

Whole group, small group, and individual activities will be performed.

4—Youth Voice and Leadership

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

The nature of the activities will be designed for students to share their viewpoints, concerns, or interests. Leadership skills will be integrated into many lessons. This will also allow students to critically think, debate, and create steps for actions.

Staff will challenge students so that they may better organize their thoughts and perspectives towards a finished product.

Students, staff, and families will provide opportunities to share their opinions and voice about the content of the program, and asked about expansion of the curricula of the program in the coming years.

Students participating will participate in targeted lessons in two units: Self & Others and Belonging & Community. These components of curriculum give students in grades TK through 6 the chance to explore concepts related to trusting relationships, sharing, and connecting with others. Activities are designed by teachers to allow students the opportunity to explore these concepts at their own pace while learning to listen to the feelings of others while also gaining self and social awareness.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

All students will receive nutritious lunch and snacks provided by the Burbank Unified School District through their food and nutrition services program. Snacks and lunches provided to all students meet state and federal requirements based on recommended nutritional guidelines.

Students will enjoy meals with their peers and are encouraged to engage in conversation to make meals a positive and healthy experience. At no point is food or snacks used as punishment or bribery. All students, regardless of behavior, will be afforded a safe and healthy space to enjoy a meal with their peers.

Students will be provided lessons and activities surrounding nutrition, healthy choices, and physical activity.

A wellness plan will be designed by staff and families. The overall design of the program will also be shared with students to provide them voice and input opportunities to influence the program design.

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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The Burbank Boys and Girls Club program is an all-inclusive and diverse program providing summer educational opportunities to all students grades TK through 6, regardless of development or culture.

The ELOP Program will allow us to provide extra support staff to support students with disabilities: translators, hard of hearing interpreters, behavioral aids, etc., as needed.

The curriculum will be designed to provide teachers resources and support on creating anti-bias environments and learning experiences for students. These experiences are done either through group projects or independently.

Additionally, ELOP staff can provide all participants access to community and area resources which offers staff and families support when addressing sensitive topics or behavior related to diversity, access or equity.

Staff will be sought to better diversify the makeup of the staff. Staff will reflect the diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

Staff will be provided diversity and sensitivity training.

7—Quality Staff

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

The program provides staff and volunteers with:

- Clear titles and job descriptions
- Continuous training and professional development
- Resources and materials to deliver activities
- On-the-job coaching
- Cultural, linguistic, and socio-economic diversity

Competitive pay will be required to attract applicants for the various positions.

Staff includes:

Supervisors

Teachers

Instructional assistants

Classrooms are separated by grade, with no more than 20 students per class, one teacher, and one instructional assistant. In addition to classroom teaching staff, the program provides a daily on-site supervisor and a districtwide teacher on special assignment.

All staff work together to give students individual attention and support for their learning. Group activities are scheduled to provide small-group learning opportunities, so students can also offer peer-to-peer support.

All staff in attendance throughout the program are qualified teachers with classroom experience, either provided by the Burbank Unified School District or by other community partners.

8—Clear Vision, Mission, and Purpose

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

When the program creates its mission, vision, goals, and outcomes, it makes sure all stakeholders participate, including:

- Youth
- Families
- Program staff
- School site partners
- Community partners

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Staff share the program's mission, vision, goals, outcomes, and planned activities with families through a variety of strategies (e.g., new family orientations, parent nights, etc.).

Participants know the goals and outcomes of the program.

Participants provide input that shapes the program's vision, mission, goals, and outcomes.

The ELO Program provides people of all ages with lifelong opportunities to become stronger in spirit, mind, and body. The ELOP strives to close the achievement gap for students, helping them catch up, stay on track, and get ahead in reading and math skills while enjoying summer fun.

The program aims to support students' social-emotional growth, empower educators with key instructional strategies, and engage families in their child's success.

Program communication is essential, so a website and monthly communication are planned.

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 program develops formalized, clearly articulated partnerships through written agreements and maintains them through ongoing meetings and other communication systems.

The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals

Staff engage, communicate, and connect parents to information and services available to them within their community and school.

Staff meet regularly, both formally and informally, with partners to discuss data and agree upon program goals and design.

Staff hold collaborative meetings with both internal and external partners to discuss impact, highlights, and areas of growth

The ELOP Program will be provided through a partnership and agreement with community partners and with the Burbank Unified School District. The program provides learning supports and intervention/prevention to students who attend a Burbank Unified school.

An awareness of academic data will identify students who are reading and mathematically below grade level. The Burbank Unified School District recommends these students to the ELOP Program and works with each individual participant.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program establishes a clearly defined continuous quality improvement process that:

- Outlines improvement goals and action steps
- Includes a timeline with dates for action steps and quality improvement discussions
- Incorporates feedback from staff, youth, parents, and K-12 partners • Describes the information or data needed to assess quality
- Clearly describes the responsibilities and roles for each person on the improvement team

The program develops a set of guiding questions related to the program design, desired program outcomes, and impact.

The program creates a plan for how to gather information from multiple sources that will answer the guiding questions and includes:

- The type of information for each guiding question
- Whom to collect information from
- A timeline for collection

The program establishes a clear procedure for obtaining consent to collect information from stakeholders, addressing the purpose of the information and how it will be used.

The program records and tracks the information it collects in a manner that protects stakeholders' confidentiality.

The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and requests their feedback

The ELOP Program uses District assessments before the start of the program and at its conclusion to track student success and program accountability.

Additionally, program staff and families are required to complete a survey at the end of the program. The survey covers outcomes in the following areas: Academics, Professional Development, Social-Emotional Growth, and Family Engagement.

Expanded Learning Opportunities Program

11—Program Management

Describe the plan for program management.

The program creates and annually updates manuals that:

- Address fiscal management, personnel policies, and program operation
- Include clearly defined policies, procedures, practices, and staff/partner roles
- Adhere to federal, state, and local requirements

The program creates and distributes user-friendly parent handbooks that describe policies and procedures, and are available in languages spoken by parents.

The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes:

- Staff job descriptions
- Lines of supervision
- Information about who to ask for resources
- The percentage of direct service and administrative costs that is allocated for each position

The program has a strong fiscal management system that includes:

- A well-documented budget with line item expenses and the duration and amount of each revenue source
- Enough flexibility for managers at the program and site levels to make allocation decisions as needed throughout the year

The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.

The program maintains written agreements that define the roles and responsibilities of all subcontractors and partners

Program management is organized as follows: The Burbank USD Director of Elementary Education, Child Development Coordinator, and ELOP/ASES Teacher on Special Assignment oversees all youth programming. The ELO Program's direct daily management consists of a site supervisor and a teacher on special assignment. Teaching staff report directly to the site supervisor and teacher on special assignment.

Daily structure is managed by all staff using the curriculum as a guide for daily routines, including student attendance and participation. All staff on-site manage program communications with families and other staff members.

Weekly communication about the program is provided to BUSD and managed directly through the Child Development Coordinator.

General Questions

Existing After School Education and Safety (ASES) and 21st Century 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.

Funds for the ELOP and ASES programs will be coordinated to provide services for the comprehensive program. Staffing and program resources will be budgeted for both program. The current ASES program will be maintained at the four funded sites. The additional sites will be funded by the ELO Program.

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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?

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

Curriculum and professional learning for staff for younger participants will include:

. Effective adult-child interactions

i. Children's literacy and language development aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*

ii. Children's development of math and science concepts and skills aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*

iii. Children's social-emotional development aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*

iv. Implicit bias and culturally- and linguistically-responsive practices

v. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice

vi. Curriculum selection and implementation

vii. Creating developmentally-informed environments

viii. Administration and use of child assessments to inform instruction

ix. Support for multilingual learners, including home language development and strategies for a bilingual classroom

x. Serving children with disabilities in inclusive settings, including Universal Design for Learning

xi. Engaging culturally- and linguistically diverse families

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). Additionally, please submit a sample schedule for a minimum of nine hours of a summer or intersession day.

a. CSPP

1. Morning child care 7:00 am - 8:30 am
2. Instructional day 8:30 am - 1:30 pm
3. After-school child care 1:30 pm - 6:00 pm

b. Transitional Kindergarten

1. Morning child care 7:00 am - 8:30 am
2. Instructional day 8:30 am - 1:30 pm
3. After-school child care 1:30 pm - 6:00 pm

c. Kindergarten through Grade 5

4. Morning child care 7:00 am - 8:30 am
5. Instructional day 8:30 am - 2:30 pm
6. After-school child care 2:30 pm - 6:00 pm

c. Grade 6

1. Instructional day 8:30 am - 3:00 pm
2. After-school child care 3:00 pm - 6:00 pm

Expanded Learning Opportunities Program

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 school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***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 inter-sessional periods, no less than nine hours of in-person expanded learning opportunities per day.

Expanded Learning Opportunities Program

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

> [LEAs] shall prioritize services provided pursuant to this section at school sites 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 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.