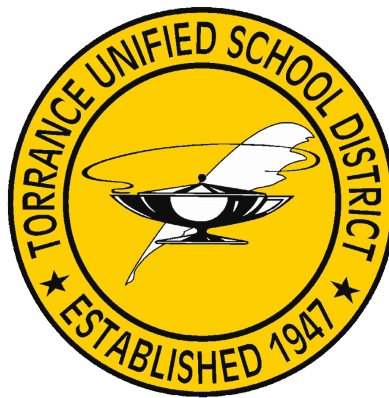


**Torrance Unified School District**

# **EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN**

Prepared by:  
Education Services Division

Torrance Unified School District  
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**This Program Plan is required by California *Education Code (EC)* Section 46120(b)(2)**

# Expanded Learning Opportunities Program Plan

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

**Local Educational Agency (LEA) Name:** Torrance Unified School District

**Contact Name:** Justine Lang, Director of Accountability and Intervention

**Contact Email:** [lang.justine@tusd.org](mailto:lang.justine@tusd.org)

**Contact Phone:** 310-972-6989

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

1. Carr Elementary School
2. Edison Elementary School
3. Torrance Elementary School
4. Wood Elementary School
5. Yukon Elementary School
6. Hull Middle School
7. Magruder Middle School

## 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 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 the law, and to provide continuous improvement in the development of an effective ELOP.

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 ELOP. 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/qualstandcqj.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.**

Torrance Unified School District's Expanded Learning Opportunity Program will be offered at five elementary schools and two middle school campuses in the 22-23 school year with plans to expand to all Title 1 schools in 23-24 and beyond.. This program will be offered after school hours and will take place on the main campus (in classrooms, multi-purpose rooms, etc.).

TUSD will work closely with the YMCA, a community-based organization, to establish the Expanded Learning programs. The TUSD and YMCA staff members will all follow health and safety procedures that are aligned with those of the regular instructional day. The program staff will:

- Comply with the requirements of Educational Code 4512.1 with respect to fingerprinting requirements of employees.
- Wear a badge or shirt so that they are easily identifiable to students, staff and parents.
- Complete site emergency plans and related staff training in regards to safety and first aid.
- Provide communication to school staff and parents regarding student needs and progress.
- Maintain sign-in/sign-out procedures for students and maintain an attendance list.
- Have access to and utilize emergency contact information for students as needed.
- Promote and acknowledge positive behaviors and student accomplishments.
- Be trained to calmly intervene if students engage in unsafe behavior or behavior that impacts the physical/emotional wellbeing of other students

## **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 TUSD Expanded Learning Opportunity Program will provide a combination of academic support, enrichment activities, and outdoor play to extend the current school day and provide a rich, supportive environment for our diverse student population. Our IAs will be trained in the Second Step Out of Class program in order to enhance the focus on social/emotional growth

and development within the program. As the programming expands, students will be given the opportunity to provide input regarding their interests so that site programs can be tailored to meet students' needs.

Staff will utilize the curriculum that was designed by teachers to encourage collaboration between students while encouraging students to think critically and utilize technology. They will also provide ample opportunities for students to explore their creativity through both visual and performing arts. The goal will be for students to be exposed to activities that they might not otherwise have access to, and giving them more opportunities to engage in school, find their passion, and be prepared to learn/work in a 21st Century environment.

### **3—Skill Building**

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

Students will experience skill building and increased confidence in academic learning in various ways. They will be provided with adult support with homework during daily “homework time.” They will have access to district Chromebooks and the skill-building applications that are available through school such as iReady, ST Math and Raz Kids. Through our social-emotional development program they will experience social skill growth through focused lessons, intentional community building, and cooperative or collaborative learning. They will also be exposed to enrichment activities that support expanded learning in the areas of STEM, literacy, fine arts, and oral language development. As we learn more about what interests students have, we will continue to expand by bringing in outside classes such as Culinary Arts, Sports/Games, Dance, Chess and others.

As structures and routines become solidified, staff will develop clear learning goals and objectives for each activity with the focus of developing students; 21st Century Skills.

### **4—Youth Voice and Leadership**

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

TUSD's ELOP will provide students with opportunities to develop their interests, advocate for themselves and expand their leadership skills. Elementary students will be surveyed to determine interests in order to help determine what enrichment classes will be offered, with the goal of providing them with access to activities that interest them. Middle School students will also be surveyed to determine interests and will be provided with classes and activities that interest them. They will also participate in a collaborative group service project based on the needs of their school, such as a Kindness Campaign and/or a school/community garden. Staff will also encourage students to share their perspectives regarding program design in order to have a voice in the continuous improvement of their expanded learning program.

## **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 ELOP hours of programming.**

ELOP students will be provided with an afternoon snack that is prepared by the TUSD Nutrition Services Department and meets current nutritional guidelines. Staff will promote a healthy environment by maintaining a culture that focuses on health and wellness through the food that is served/prepared as well as the physical activities that are provided. Students will engage in structured games and sports, helping them to develop positive attitudes towards fitness and physical activity that will hopefully last a lifetime. Staff will model healthy lifestyle choices and participation in healthy and fun physical activities.

## **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 ELOP will provide access and opportunity for students with disabilities.**

TUSD's ELOP will invite and enroll students from diverse backgrounds and abilities. Our unduplicated students will be invited to participate in the spring and allowed to Open Enroll to sites with ELOP programs if their site does not have one. The program will support a culture of inclusion and practice positive behavior supports, just as is seen on campus during the regular school day. Qualified Special Education students who require transportation due to the specialized nature of the program they attend will be transported to an ELOP site if one is not on their campus in order to ensure access. ELOP staff will collaborate with school sites regarding students who have unique academic, behavioral or social needs and will develop plans to support these students so that they can feel success in their after-school program. As staff is hired for the program, we will work to ensure that we recruit and retain staff members who reflect our diverse TUSD community.

## **7—Quality Staff**

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

TUSD is hiring Instructional Assistants to support the ELOP program at all ELOP sites. This staff will be trained by our Elementary Resource Teachers along with our Director of Accountability and Intervention. The ELOP Assistant Principal will provide ongoing training throughout the year, bringing in outside organizations for support as needed. The partnership with the YMCA program will also provide additional resources for training and support as we

will be able to include TUSD staff in some of the YMCA training, enhancing our community partnership even further. The ELOP Assistant Principal will observe staff on site on a regular basis and the TUSD staff will be evaluated annually. Additionally, parents and stakeholders will be given opportunities through annual surveys to provide feedback on staff quality.

## **8—Clear Vision, Mission, and Purpose**

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

TUSD’s Expanded Learning Opportunity Program will focus on developing the academic, social-emotional, and physical needs and interests of our unduplicated students through engaging learning experiences. The program will aim to support the mission of TUSD which is to, “ensure that each and every student is educated and prepared to succeed in life. We are dedicated to maximizing individual potential and developing lifelong learners who will be contributing members in a global society.” ELOP will provide a safe and structured setting for students to extend their school day with high interest activities and learning.

After the first year of the program, we will meet with stakeholders to review our vision, mission and purpose to revise if necessary.

## **9—Collaborative Partnerships**

### **Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELOP programs.**

TUSD has partnered with the YMCA to provide their YMCA Play program to all elementary school participants. Students will participate in healthy play activities that promote fitness, physical activity, game playing, friendly competition, conflict resolution, appropriate interaction behaviors, and other enrichment opportunities. The YMCA history with local youth is extensive and we are excited to have them support our program at the elementary sites.

TUSD has also contracted with other vendors to provide specific services, including Arts and Crafts, Chess, Cooking, Dance, Pickle Ball and more.

## **10—Continuous Quality Improvement**

### **Describe the program’s Continuous Quality Improvement plan.**

TUSD will assess the quality of its Expanded Opportunities Learning Program in a variety of ways. Students are coded as ELOP participants in PowerSchool, and LCAP metrics (attendance, proficiency, grades, etc.) can be tracked for ELOP and non-ELOP participants.

We meet multiple times with our IAs, Lead IAs, Office Assistants, Director and ELOP Assistant

Principal to gather continuous improvement feedback and program improvement ideas.

Additionally, it is our intent to survey ELOP parents for annual feedback on ELOP programs and services as part of the Program Evaluation that will be conducted throughout the year.

## **11—Program Management**

### **Describe the plan for program management.**

ELOP is overseen by the Director of Accountability and Intervention, an ELOP Assistant Principal, a Staff Assistant at the District Office and an Office Assistant and Lead IA at each elementary ELOP site. The Director will develop policies, manage budgets, and ensure that the program is compliant at the federal, state, and local level. The Director will work closely with the ELOP Assistant Principal to make sure that the program is being implemented at each site with fidelity. The Director will also collaborate with the ELOP partner, the YMCA, to ensure that program needs are being met and that students are receiving the highest quality afterschool program. Expanded Learning staff at the site level will work with the site staff to ensure that the program's goals are being met and that any site-specific needs are addressed.

## **General Questions**

### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

**ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELOP 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 ELOP funding will be used to create one comprehensive and universal Expanded Learning Program.**

Not Applicable. TUSD does not have any ASES or 21 CCLC programs.

### **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?**

TUSD TK and Kindergarten students who participate in ELOP will attend as soon as their school day ends at 1:50 and will be able to attend until 6:00 pm, along with the other grade-level students. The program has been adequately staffed at the 10:1 ratio requirement, and is prepared to add additional staff should the need arise. The Early Childhood Resource Teacher has been consulted in the development of the curriculum and



was a vital part of the staff training in order to make sure that the needs of our youngest learners are being met within the program structure.

**Sample Program Schedule**

Please submit a sample program schedule that describes how the ELOP 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 ELOP or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

***TK/K Sample School Day Schedule***

8:50am - 1:50pm	Regular School Day
1:50pm - 3:00pm	Check-in, free play outside, work time in class
3:00pm - 3:15pm	Snack, outdoor play
3:20pm - 4:10pm	YMCA Play
4:15pm - 4:45pm	Quiet/Rest
4:45pm - 6:00pm	Enrichment Lesson, Brain Breaks, Exploration

***1st - 5th Grade Sample School Day Schedule***

8:50am - 3:03pm	Regular School Day
3:03pm - 3:25pm	Check-in, snack, free play outside
3:30pm - 4:15pm	Group A: YMCA Play or other Fitness Lesson (dance, pickle ball, etc.) Group B: Homework/Choice Time
4:20pm - 5:05pm	Group A: Homework/Choice Time Group B: YMCA Play or other Fitness Lesson (dance, pickle ball, etc.)
5:10pm - 6:00pm	Enrichment Lesson, SEL Lesson and Brain Breaks

***6th Grade Sample School Day Schedule***

8:40am - 3:13pm	Regular School Day
3:13pm - 3:35pm	Check-in, snack, free play outside
3:35pm - 4:20pm	Work Time
4:20pm - 4:45pm	Outside Healthy Play
4:50pm -5:40pm	Enrichment

### ***TK-6th Grade Sample Summer Session Schedule***

8:00am - 12:00pm	Regular Summer Learning Academy or Newcomer Academy Day
12:00pm - 12:45pm	Check-in, lunch, free play outside
12:50pm - 2:00pm	Enrichment Lesson/Activity
2:05pm - 3:05pm	YMCA Play
3:10pm - 5:00pm	Enrichment, Brain Breaks, Technology/Library Time

**Below are additional legal requirements for the ELOP. 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):**

[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 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.