

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Prepared by:
Early Learning Division within Child Development Services

Santa Monica-Malibu Unified School District
1717 4th Street
Santa Monica, CA 90401

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

Approved by The SMMUSD Board of Education on:

May 4, 2023

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

Local Educational Agency (LEA) Name: Santa Monica-Malibu Unified School District

Contact Name: Susan Samarge-Powell, Ed.D

Contact Email: ssamarge@smmusd.org

Contact Phone: (310) 399-5865

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. Edison Language Academy (TK-5th)
2. Franklin Elementary School (TK-5th)
3. Grant Elementary School (TK-5th)
4. Malibu Elementary School (TK-5th)
5. McKinley Elementary School (TK-5th)
6. Roosevelt Elementary School (TK-5th)
7. Webster Elementary School (TK-5th)
8. Will Rogers Learning Community (TK-5th)
9. John Adams Middle School (6th – 8th)
10. Lincoln Middle School (6th – 8th)
11. Malibu Middle School (6th – 8th)
12. Santa Monica Alternative School House (SMASH) (K-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

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>.

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.

SMMUSD is committed to providing a safe and caring environment for all students at while in our programs. The first tier of support offered for students in our ELOP programs will be on their own school campuses. It is a goal of our programs to offer as many opportunities on campus so students do not have to leave if they do not want to. Additionally, SMMUSD will continue to work with Community Based Organizations (CBOs) such as The Boys and Girls Club to offer additional support at their local branches in Malibu and Santa Monica. District transportation will need to be considered if off campus programming is made available. All students will have emergency cards and upon enrollment any dietary or medical need will be reviewed so the environments can remain as safe as possible for all. As with all programs on our sites, staff will have rosters, and students/families will have sign-in/sign-out forms which will be utilized daily. Staff will maintain a 1:10 ratio in TK and a 1:20 ratio in Kindergarten through 6th grade to ensure visible monitoring occurs. District programs follow all protocols about people who can pick up needing to be on the Emergency Cards, and no one is allowed to leave without being signed out.

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.

Our district SAP childcare program as well as CREST childcare, have a general schedule, but activities can vary within each day. Students have access to arts and crafts, a variety of outdoor activities, and enriching indoor opportunities including science, cooking, and engineering activities. There is always a teacher and an assistant with the students, and there will be time for students to eat a snack (or a meal and a snack if this is the full day intercession programming). The Boys and Girls Clubs have also committed to having a variety of opportunities throughout their after school (or intercession) times. While there will be opportunities for students to support work from the classroom (e.g. homework support) direct academic instruction will not come from these particular programs. There may be opportunities for tutoring, small group work, and additional support, should families have that interest but students will not be required to have the same amount of academic participation time as they would find in the school day. In addition, they will have more opportunities to make choices within their afternoon or intercession days.

3—Skill Building

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

All after school sites provide time for structured homework support and completion daily. Students work individually or in partners or groups to complete the homework given to them by their regular classroom teacher. With indoor activities, students build skills through puzzles, games and collaborative learning and are encouraged to explore areas of interest to expand their growth.

In addition, program staff and outside contractors collaborate with students, parents, and school personnel to consider what additional activities should be included at their locations. Students have opportunities to engage in cooking, sports, engineering and DIY (Do it Yourself) activities. Since the additional programs are student driven, students build self- confidence through their newly acquired skill set. They also learn the importance of problem-solving and perseverance in addition to learning how to communicate in a team setting with their peers.

4—Youth Voice and Leadership

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

Through ELOP students will have the opportunity to share their preferences around after school activities and around programming choices. They will have the ability to advocate for themselves and have opportunities to share their opinions on the topics covered in the variety of classes. Staff will work to guide and motivate students to exercise their leadership skills when applicable.

In addition, we will be working within our departments to help students understand how Socio Emotional Learning (SEL) and Mental Health awareness can provide opportunities for internal growth. Those moments, in turn, will be used to help students find ways to self-advocate and support others. We will work with our strategic partners to also see if there are additional programs that can be brought on to support student leadership opportunities.

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 programing.

SMMUSD will provide healthy snacks to those who do not bring snacks from home. Fresh fruit and healthy snacks meeting the district, state and federal standards will be provided. Students are welcome to bring healthy snacks of their choice.

We have also surveyed students regarding their food tastes and what they think of the offered food from the district. We have worked with the Food and Nutrition services department to pilot some snacks and meals that students recommended. When possible, FNS has made changes to meet the interests of students, while remaining true to the guidance and expectations of their regulatory departments.

Finally, students genuinely enjoy cooking opportunities. Our staffs have and will continue to work with students in the area of cooking so they have opportunities to build their cooking skills and knowledge of healthy food, while enjoying the end results.

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-Program promotes diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. Program staff includes adults with diverse backgrounds and experiences. Staff will also be provided with on-going training on equity and diversity, specifically around our Social Justice Standards to ensure the program creates an environment that promotes diversity and celebrates each student for who they are and what they bring to the space.

To promote diversity, the program will expose students to cultures and heritages different from their own. Programming and activities build student awareness and appreciation of the history, backgrounds, and cultures that are celebrated in the various experiences. In addition, students will have the chance to bring in their own voices through the leadership component and through the decision-making process as activities develop. Furthermore, we are considering ways in which older students may volunteer and support programming to assist students in understanding their role in the broader communities. Finally, we will look to develop activities that involve families and bolster the celebration of students' cultures and backgrounds.

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7—Quality Staff

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

Staff recruitment occurs through the Human Resources department in SMMUSD, which uses EdJoin.org. ELO-Program positions are posted through this online application process. All staff hired by SMMUSD must meet the school district job requirements for a childcare teacher or assistant. The program recruits and retains high quality staff who are focused on creating a positive learning environment.

Throughout the year, Lead Teachers at each site attend monthly meetings with Program Administrators where they will be introduced to new program goals, curriculum training, and/or resources. They will take that information back to their sites. In addition, in-person and online professional development will be provided to all staff throughout the year.

Ongoing staff development is based on assessed staff needs and may include in-services in the areas of classroom management, effective teaching strategies, enrichment delivery models, communication styles and annual district mandated trainings.

In addition to SMMUSD staff, we will seek out other ways to support students in the ELOP program. These may include but not be limited to: • Contracting with agencies that can serve as After School Providers, such as The Boys and Girls Clubs of Malibu and Santa Monica to provide additional structure for our program. • Contracting with additional agencies that can serve as partners. These partners will provide focused services directly to our students, under the supervision of Provider and/or District staff. • Contracting with guest speakers and other special guests to work with students/provide clinics, etc. • District staff will be recruited to provide long-term and short-term after school and summer instruction to our students for academic, recreation and enrichment programs. • Community members and retired SMMUSD staff may also be recruited to provide services in their areas of expertise and interest.

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8—Clear Vision, Mission, and Purpose

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

SMMUSD Vision Statement

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

SMMUSD Mission Statement

Extraordinary achievement for all students while simultaneously closing the achievement gap

SMMUSD believes that high quality, expanded learning opportunities can positively impact our students so that they fulfill our vision statement. We believe that productive relationships, academic support, and engaging activities can provide extraordinary opportunities for our students, especially for our low income, foster youth, unhoused students and families, and our students who are in the process of learning English. We believe that this program and our partnerships can equip our students with the tools that they need to succeed, can equip our schools with the solutions that extend productive engagement, and can equip our families with stronger connections to student learning.

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.

SMMUSD already has established relationships with The Boys and Girls Clubs of Malibu and Santa Monica. Both CBOs have enthusiastically partnered with the district and have once again agreed to do so with the ELO-P. Both have already committed to supporting students with this program at their home branches as well as at our school sites. In addition, SMMUSD is exploring partnerships with other local entities and with private organizations such as Elemental Hardware to provide additional programming opportunities for students. Finally, SMMUSD is speaking with LACOE and other districts, such as Port Hueneme to further explore possibilities to enrich and expand the ELO-P program in our own district.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

SMMUSD will use the Quality Standards for Expanded Learning and data from multiple sources to assess its strengths and areas of growth in order to continuously improve program design, outcomes, and impact.

Data will be collected in a variety of ways (surveys, observation, interviews, parent/family listening sessions, and self-assessments) and will be solicited from staff, students, parents, and community partners that participated in the intersessions and enrichment courses. Additionally, attendance data will be collected as an indication of program effectiveness.

Program staff will analyze, reflect, and act on the data and feedback collected to identify trends, program strengths, challenges, areas that require improvement, outcomes, and courses for future planning.

11—Program Management

Describe the plan for program management.

The ELOP funding fully supports the vision and mission statement of SMMUSD. Under the direction of the Assistant Superintendent of Educational Services, the Program will be overseen by the Director of Early Learning. The day-to-day operations will eventually be managed by an Expanded Learning Program Coordinator.

The program coordinator will coordinate operations, schedules, and staffing while maintaining open lines of communication among the various SMMUSD departments and community vendors that are involved in the ELOP. Additional personnel will be added as the need arises to oversee and manage the expansion/development of the ELOP facilities and programs.

The ELOP will adhere to all federal, state, and local requirements and maintain a strong fiscal management system.

Possible expenditures required to operate the ELOP include, but are not limited to, the following: personnel, meals, transportation, outside contracted services, equipment, supplies, travel & conference expenses, rentals/leases, registration, field trips, hardware, software, licenses, and technology.

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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.

SMMUSD does not participate in either ASES or 21st CCLC.

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?

Transitional Kindergarten and Kindergarten students are part of our early learning continuum, and SMMUSD has a long tradition of supporting TK and K students through developmentally appropriate curriculum, inclusive of Reggio-inspired, STEAM-enhanced and District-Aligned experiences. This continues in our after-school environments, as TK and K students are generally supported in the same after school classroom, and often not with older students except for small portions of the day. In addition, while our community-based organizations are not SMMUSD staff, we are only working with programs who have had experience in working with younger students so their staff members are well-versed in supporting their needs. Typically, this includes projects that match the physical, emotional and academic level of younger children and include many opportunities for scaffolding. In addition, students' work is not expected to be of a certain pattern, but rather the result of their own work with their classroom peers. Finally, although staffing is often a challenge, students in a TK-K classroom for ELOP will have no more than a 1:10 ratio with staff as is required by the state legislation. This is inclusive of our partners. This may be maintained through additional programming, sports, etc...

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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.

SMMUSD Sample School Year Schedule Options

Grade(s)	ELOP Before School	School	ELOP After School	Total Hours
TK/K	7:00 – 8:30am	8:30am – 1:45pm	1:45pm – 4:00pm	9
TK/K	None	8:30am – 1:45pm	1:45pm – 5:30pm	9
1 st – 3 rd	7:00 – 8:30am	8:30am – 2:45pm	2:45pm – 4:15pm	9
1 st – 3 rd	None	8:30am – 2:45pm	2:45pm – 5:30pm	9
4 th – 5 th	7:00 – 8:30am	8:30am – 3:00pm	3:00pm – 4:00pm	9
4 th – 5 th	None	8:30am – 3:00pm	3:00pm – 5:30pm	9
6 th	None	8:30am – 3:00pm	3:00pm – 5:30pm	9

SMMUSD Sample Summer or Intersession Daily Schedule

Grade(s)	Activity	Time	Hours
TK – 6 th	Sign In, Welcome, Independent Activities	8:00 – 9:00am	:45
	Breakfast	8:45 – 9:30am	:45
	Weekly Theme Literacy Activity	9:30am – 10:30am	1
	Organized Outdoor Time	10:30 – 11:45am	1:15
	Transition (bathroom, hand-washing)	11:45am – 12:00pm	:15
	Lunch	12:00pm – 12:45pm	:45
	Meditation, Story, Relaxation	12:45pm – 1:15pm	:30
	Weekly Theme Craft/Project Activity	1:15pm – 2:15pm	1
	Transition (bathroom, hand-washing)	2:15pm – 2:30pm	:15
	Organized Outdoor Time	2:30pm – 3:30pm	1
	Snack	3:30pm – 4:00pm	:30
	Indoor Choice Time	4:00pm – 5:00pm	1
			9

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

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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

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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.