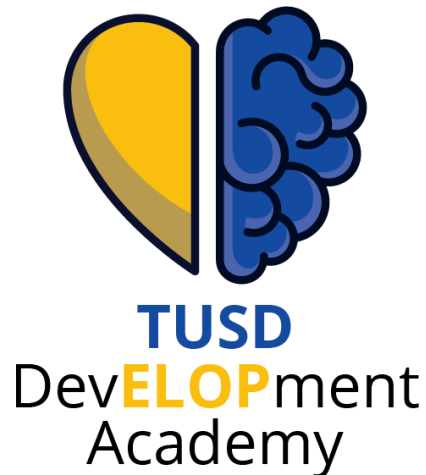


Torrance Unified School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:
Education Services Division

Torrance Unified School District
2336 Plaza del Amo
Torrance, CA 90501
310-972-6509



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 Sites:

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

Contact Name: Jeffrey Nielsen, Coordinator of Expanded Learning

Contact Email: nielsen.jeffrey@tusd.org

Contact Phone: 310-972-6509

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELOP).

1. Adams Elementary School*
2. Anza Elementary School
3. Arlington Elementary School*
4. Arnold Elementary School
5. Carr Elementary School
6. Edison Elementary School*
7. Fern Elementary School
8. Hickory Elementary School
9. Lincoln Elementary School*
10. Torrance Elementary School
11. Towers Elementary School
12. Wood Elementary School*
13. Victor Elementary School
14. Yukon Elementary School*
15. Bert Lynn Middle School
16. Casimir Middle School

17. Hull Middle School
18. Magruder Middle School
19. Madrona Middle School
20. Richardson Middle School

****Also has before school program “Breakfast and Books”***

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/qualstandcq.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 *DevELOPment Academy*, funded through Expanded Learning Opportunities Program (ELOP), provides a secure and nurturing setting for all TK–6 students. The program is offered exclusively on school campuses, ensuring a seamless, familiar transition from the instructional day to expanded learning.

On-Site Safety Structure

As of 2025–26, the program operates at 14 elementary and 6 middle schools, with expansion districtwide in 2026–27. Students remain in their school environment for all activities, minimizing risks and strengthening continuity. Key on-site safety practices include:

- Dedicated use of classrooms, multipurpose rooms, and outdoor areas
- Strict sign-in/out protocols using PowerSchool/ARUX systems
- Early release managed through formal parent documentation
- Full-time access to emergency contact information and attendance logs

Staffing, Training, and Supervision

Each site is led by a **Lead Instructional Assistant**, supported by trained IAs and Office

Assistants. Staff are held to the following safety and professional standards:

- Compliance with Education Code 45125.1, including fingerprint clearance for all employees
- Visible identification via district-issued badge or shirt
- Completion of emergency plans and safety/first aid training
- Access to and use of emergency contact information
- Enforcement of sign-in/out and student attendance procedures
- Training in de-escalation and behavioral safety intervention
- Promotion of positive behavior and student achievements
- Ongoing communication with families and school staff regarding student needs

Staff members are expected to demonstrate professionalism, empathy, and proactive engagement in all student interactions. Mandated reporting protocols are followed by all employees, and emergency response procedures are regularly reviewed.

Social-Emotional and Behavioral Support

Students are supported through:

- Second Step SEL curriculum
- PBIS-aligned routines and restorative practices
- Trauma-informed strategies and classroom culture that promotes safety and belonging

Equity and Accessibility

The program is open to all, with **priority and fee waivers** available for:

- Foster youth (Priority and Fee-Waiver)
- Students experiencing homelessness (Priority and Fee-Waiver)
- Students eligible for free/reduced-price meals (Priority and Fee-Waiver)
- **English Language Learners** (Priority)

Programs are hosted at students' home campuses, eliminating transportation barriers and

supporting equitable participation across all school communities.

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.

Torrance Unified School District's DevELOPment Academy provides students with a rich variety of active, meaningful, and developmentally appropriate learning opportunities designed to support academic achievement, personal growth, and creative expression. The program is structured in alignment with the California Quality Standards for Expanded Learning.

Active and Hands-On Enrichment

Each day, students participate in a balance of academic support, structured physical activity, and enrichment. Activities are designed to be engaging and collaborative. The program uses a daily rotation model, allowing students to move between:

- Homework/academic time with support for students by instructional assistants and high school interns. Chromebooks are also available and utilize platforms like ST Math, i-Ready, and Raz Kids.
- Physical activity and structured play facilitated by DevELOPment Academy staff and partner organizations.
- Enrichment blocks that feature arts, sciences, and athletics.

Instructional Assistants and enrichment vendors are trained to actively guide learning through open-ended questions, student-led discussion, and age-appropriate challenges. Sample enrichment offerings include:

- STEM and Robotics
- Digital Art, Game Design, and Coding
- Performing Arts, Martial Arts, Music Production
- Cooking and Life Skills
- Visual Arts and Comic Studio
- Sports Clinics

These activities promote **experiential learning**, critical thinking, and collaboration. The daily structure ensures students are not just kept busy, but actively growing.

3—Skill Building

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

Torrance Unified School District's *DevELOPment Academy* is intentionally designed to foster holistic skill development in all students, with a strong emphasis on academic growth, social-emotional learning, and enrichment-based competencies. Skill building is not a single component of the program, it is embedded across every segment of the day.

Academic and Cognitive Skill Development

Students receive structured academic support each day, including:

- Homework assistance and access to technology tools such as ST Math, iReady, and Raz Kids
- Integrated lessons that promote problem-solving, critical thinking, and digital literacy

Instructional Assistants are trained to support learning and facilitate exploration in age-appropriate ways. Staff expectations explicitly call for “assisting students in understanding academic material through questioning and encouragement rather than correction,” which fosters independent thinking and cognitive persistence.

Social-Emotional and Interpersonal Skill Building

Social-emotional skill development is prioritized through:

- Weekly use of the Second Step SEL curriculum
- SEL-focused behavior modeling and de-escalation techniques
- Activities that promote teamwork, empathy, communication, and self-regulation

Staff across all roles are expected to “build strong relationships with students” and to “acknowledge student accomplishments,” both of which contribute to a culture of safety, confidence, and growth mindset.

Creative, Physical, and Life Skills

Students explore and build new competencies in creative and practical domains through:

- Cooking, art, music, digital design, and storytelling
- Enrichments featuring entrepreneurial skills such as small business start-up, branding, and marketing
- Physical skill development via organized sports, movement games, and fitness challenges
- Leadership and collaboration, embedded in enrichment sessions and group activities

This wide spectrum of offerings supports the development of real-world skills such as

communication, coordination, and time management. Staff are also encouraged to facilitate hands-on learning experiences that allow students to lead, present, and reflect on their work.

4—Youth Voice and Leadership

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

Torrance Unified School District's DevELOPment Academy intentionally embeds youth voice and leadership opportunities across its structure, programming, and daily operations. The goal is to empower students to shape their learning experience, develop confidence, and build the communication and advocacy skills aligned with California's Quality Standards for Expanded Learning and the Portrait of a Graduate (POG).

Empowering Student Choice

From the outset, students are invited to engage in co-creating their experience through:

- **Interest Surveys:** Conducted at the conclusion of each enrichment block, these surveys help shape enrichment offerings, vendor selections, and student grouping structures.
- **Feedback Loops:** Students complete periodic reflections and feedback forms, which are reviewed by site staff to inform scheduling, behavior systems, and enrichment improvements.

This emphasis on choice supports engagement, ownership, and personal agency in learning.

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.

Torrance Unified School District's DevELOPment Academy is committed to fostering student well-being through structured physical activity, nutritious meals, and intentional instruction in healthy lifestyle habits. The program promotes whole-child development, consistent with the California Quality Standards and aligned with TUSD's Portrait of a Graduate emphasis on *Healthy Habits and Life Skills*.

Nutritious Snacks and Meals

All students participating in ELOP receive a daily snack during after-school programming. This

snack is provided by **TUSD Nutrition Services** and is:

- Compliant with USDA Smart Snack regulations
- Tailored to accommodate food allergies and dietary needs
- Distributed in a designated snack time built into each day's schedule

The program handbook clearly outlines food safety expectations, including no sharing of food between students, and policies for documenting allergies and health conditions in collaboration with site staff and parents.

Physical Health and Movement

Students participate in structured physical activities daily, coordinated by trained staff and partner organizations. These sessions focus on:

- Cooperative games and fitness challenges
- Motor skill development
- Team sports and movement-based enrichment

Activities are developmentally appropriate and designed to foster coordination, perseverance, and enjoyment of movement. Participation is inclusive, with accommodations made for students with disabilities or physical needs.

Lead IAs are responsible for ensuring the daily inclusion of physical play or exercise in site schedules, and staff are expected to model healthy behavior throughout the program day.

Healthy Lifestyle Education

In addition to physical movement and nutrition, the program encourages healthy decision-making through:

- Cooking enrichment sessions that teach nutrition, food preparation, and cultural awareness
- Mindfulness practices and breathing exercises
- Rest and quiet time built into the TK–K schedule for emotional regulation and balance

Social-emotional curriculum and trauma-informed strategies are used to help students manage stress, resolve conflict, and build self-awareness—all essential components of emotional wellness.

Staff Expectations and Program Culture

Staff are trained and expected to:

- Promote and model healthy eating, physical activity, and safe behaviors
- Intervene calmly when unsafe behavior occurs

- Recognize and celebrate students who demonstrate positive choices
- Communicate with families about student progress and wellness concerns

These expectations are clearly outlined in the instructional and lead staff role documents, reinforcing a culture of health, safety, and positivity.

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.

Torrance Unified School District's DevELOPment Academy is grounded in the belief that expanded learning must be inclusive, culturally responsive, and accessible to all students. The program is structured to support linguistic, cultural, and ability-based diversity across every site and service, and aligns with the California Quality Standards for Expanded Learning.

Cultural and Linguistic Inclusivity

The DevELOPment Academy reflects the rich diversity of TUSD's student population. To support cultural responsiveness:

- Activities and materials are selected with inclusion in mind, representing a range of cultural backgrounds, traditions, and languages.
- Staff reflect the community's diversity, and are expected to model cultural humility, empathy, and inclusive practices.
- Students have opportunities to explore and share their heritage through cultural celebrations, enrichment themes, and creative expression.
- Sites offer bilingual communication to families, and use district translation support to ensure access to information and resources.

The program also provides dedicated support to English Language Learners (ELLs) by:

- Pairing students with staff who can provide academic and social support in their home language (when possible)
- Offering extended time and visual supports during enrichment and homework time
- Encouraging collaborative learning strategies that reduce language barriers

These practices help all students feel seen, valued, and respected for who they are.

Expanded Access for Families

To address family needs and create more equitable access:

- A *Breakfast and Books* program has been added at five elementary schools (Edison, Yukon, Adams, Arlington, and Lincoln), offering morning enrichment and literacy time prior to the start of the school day. This allows working families greater access to services and ensures students begin the day with a supportive routine.
- An *Early Childhood Academy* has been launched at all sites, providing specialized care for TK and Kindergarten students beginning at their early 1:50 pm dismissal. This program bridges the gap between early dismissal and the regular elementary dismissal time, ensuring that younger students are supported developmentally and socially until they transition into the afterschool program.

Access for Students with Disabilities

The program is inclusive of students with disabilities and offers individualized accommodations in collaboration with families and school-based support teams. Key supports include:

- Participation in IEP and 504 plan coordination, where appropriate
- Modified enrichment activities, supervised by trained staff who scaffold participation
- Sensory breaks and behavioral supports consistent with daytime services

Staff receive training on inclusive practices, trauma-informed care, and de-escalation strategies. Instructional Assistants are expected to monitor student behavior, provide positive reinforcement, and collaborate with district support staff to adapt activities when necessary.

No student is denied access based on disability or learning difference. Every effort is made to provide equitable and dignified participation in all aspects of the program.

Equity-Based Enrollment and Fee Structure

In alignment with state guidance, the program prioritizes unduplicated students and provides 100% fee waivers for:

- Foster youth
- Students experiencing homelessness
- Students qualifying for free or reduced-price meals

These families may enroll in full-day programming at no cost, and additional financial assistance is available upon request. Enrollment is open across all school sites, and early registration support is provided for targeted groups.

7—Quality Staff

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

Torrance Unified School District's DevELOPment Academy is built on a staffing model that prioritizes professionalism, consistency, and student-centered care. All Expanded Learning Opportunities Program (ELOP) staff are hired, trained, and supported to meet high standards of instructional quality, behavioral support, and relationship-building, ensuring that every student engages daily with trusted, well-prepared adults.

Comprehensive Staffing Structure

Each ELOP site includes a full team of dedicated personnel:

- **Lead Instructional Assistants (Lead IAs)** – Responsible for program oversight, staff scheduling, family communication, and direct supervision of students and team members.
- **Instructional Assistants (IAs)** – Provide academic support, supervise enrichment activities, and implement behavior and SEL strategies aligned with district goals.
- **Office Assistants** – Manage attendance, sign-in/out, early release tracking, family communication, and logistical support for the site team.

This structure ensures clear roles and communication, and allows staff to focus on student safety, enrichment, and emotional well-being.

Hiring and Clearance Standards

All ELOP staff are:

- Hired through TUSD's Human Resources Department
- Cleared through fingerprinting and background checks, in full compliance with Ed Code 45125.1
- Trained as mandated reporters, with ongoing child safety and emergency protocol reviews
- Identifiable by visible ID badges or program shirts, ensuring a consistent and trusted adult presence

Training and Professional Development

Staff participate in:

- Onboarding, which includes expectations for supervision, child development, SEL, and behavior management
- Ongoing coaching and observations, conducted by district administrators and site leadership
- Regular professional development, aligned with California's Quality Standards for

Expanded Learning and site-specific needs

Topics include trauma-informed care, academic support, inclusive practices, and culturally responsive enrichment.

Lead IAs receive additional training in leadership, program management, and program design to guide their teams effectively and serve as site-level instructional leaders.

Clear Expectations and High Accountability

Each staff role includes a detailed expectation document that outlines responsibilities such as:

- Providing consistent supervision and support during all student activities
- Promoting positive behavior through PBIS-aligned strategies
- Collaborating with other staff and families to support whole-child development
- Engaging students with warmth, consistency, and clear boundaries

Performance is evaluated through formal and informal site observations.

Student Relationships and Enrichment Impact

Quality staffing ensures that students:

- Receive academic and emotional support from trained, compassionate adults
- Build trusting relationships with consistent staff role models
- Experience structured routines and enrichment activities with high engagement and low behavioral disruption

High School Internship Program

A key innovation in staffing is the launch of the High School Internship Program, designed to build a pipeline of future educators and youth development leaders. Through this program:

- TUSD high school students can apply for paid internships supporting the DevELOPment Academy
- Interns assist with enrichment activities, homework support, and student engagement under the supervision of Lead IAs and IAs
- Interns provide additional capacity during academic support time, helping younger students with homework, reading, and small-group practice to reinforce learning
- Participants receive professional development, mentoring, and career pathway guidance, preparing them for future roles as Instructional Assistants or educators
- The program provides high school students with meaningful first-job experiences while expanding the capacity and diversity of site teams

This initiative both strengthens staffing for the ELOP and invests in developing the next generation of educators within TUSD.

This culture of adult-student connection and professionalism contributes directly to student safety, enjoyment, and learning retention during extended hours.

8—Clear Vision, Mission, and Purpose

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

Torrance Unified School District’s *DevELOPment Academy*, funded through ELOP, is guided by a strong and clearly articulated vision, mission, and purpose that shape every aspect of its design, staffing, and implementation.

Vision

TUSD DevELOPment Academy will expand student opportunities and further develop their hearts and minds by providing engaging academic and enrichment activities.

This vision reflects the district’s commitment to equity, whole-child development, and academic success for all learners. The program provides an inclusive space where students are valued for who they are and supported as they grow academically, socially, and emotionally.

Mission

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 mission centers on ensuring that Expanded Learning programming is not only educational but also transformational—especially for students who may benefit from extended school-day supports. The program intentionally targets unduplicated pupils and is grounded in principles of equity, access, and continuous improvement.

Purpose and Strategic Alignment

The program’s purpose is to:

- Extend learning time through high-quality, hands-on enrichment
- Support working families with safe, structured, after-school care
- Promote wellness, leadership, creativity, and collaboration
- Bridge opportunity gaps for foster youth, English Learners, low-income students, and students with disabilities

This purpose aligns with:

- California's Expanded Learning Quality Standards
 - TUSD's Local Control and Accountability Plan (LCAP)
 - TUSD's Portrait of a Graduate (POG) competencies
-

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.

Torrance Unified School District's *DevELOPment Academy* has collaborative partnerships that expand the capacity, reach, and quality of its Expanded Learning Opportunities Program (ELOP). These partnerships support academic enrichment, physical activity, arts integration, SEL, and culturally responsive experiences that enhance student learning and engagement beyond the traditional school day.

Core Collaborative Partners

The program is implemented through active collaboration between:

- **TUSD Educational Services Division** – Oversees compliance, staffing, curriculum alignment, and strategic planning for ELOP across all sites.
- **TUSD Nutrition Services** – Provides healthy snacks (and summer meals) in accordance with USDA guidelines.
- **TUSD Special Education Department** – Support student access and individualized needs.
- **TUSD School Sites** – Principals, teachers, and office staff play a key role in coordination, space use, and identifying student needs.

Non-LEA & Community Partnerships

TUSD has developed long-term collaborations with community-based organizations and vendors to enhance ELOP implementation. These partners offer:

- Specialized enrichment and interest-based workshops
- Fitness and recreational programming
- STEM, arts, and SEL-focused experiences

TUSD works with vetted vendors to ensure alignment with district expectations, including:

- Background checks and fingerprinting clearance
- Behavior and safety training
- Curriculum aligned to student interests, developmental levels, and district goals

Examples of enrichment areas offered through external partners include:

- Robotics and digital design
- Martial arts and mindfulness
- Music production and performing arts
- Skateboarding, sports clinics, and visual arts
- Cooking, gardening, and storytelling

Vendor partnerships are curated through annual review and survey feedback, and new vendors are onboarded based on site needs and student voice. These partnerships are continually evaluated for impact, equity, and student engagement.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Torrance Unified School District's *DevELOPment Academy* operates under a structured Continuous Quality Improvement (CQI) framework that ensures accountability, responsiveness, and ongoing enhancement of program quality. The CQI plan is embedded in all levels of the program—from site operations to district leadership—and aligns with the California Quality Standards for Expanded Learning and the district's Local Control and Accountability Plan (LCAP).

Multi-Tiered Feedback Systems

The district collects and analyzes feedback from a variety of stakeholders, including:

- **Students** (via regular interest surveys, activity reflections, and feedback forms)
- **Families** (through annual surveys and event-based engagement)
- **Site Staff** (via observation notes, coaching debriefs, and collaborative planning)

This input informs adjustments to enrichment offerings, staffing support, site scheduling, and behavior systems.

Program Data and Metrics Tracking

The program uses internal dashboards to track:

- Attendance and participation rates
- Engagement of unduplicated students
- Student behavior and incident patterns
- Family communication and satisfaction

Staff Observation, Coaching, and PD Alignment

District and site leaders conduct routine site visits and informal observations, followed by:

- Reflective goal setting
- Targeted professional development based on observed needs

Staff are also given opportunities to co-lead sessions and share best practices with peers, which promotes a culture of growth and collaboration.

Public Accountability and Student Voice

ELOP Impact Report

A public-facing summary of program participation, success stories, equity data, and year-over-year progress aligned with LCAP goals.

11—Program Management

Describe the plan for program management.

Torrance Unified School District's *DevELOPment Academy* operates under a centralized and clearly defined program management framework that ensures high-quality, compliant, and student-centered implementation across all ELOP sites. Oversight, staffing, and operational systems are strategically aligned to meet the needs of families, staff, and students while maintaining alignment with district goals and state requirements.

District-Level Oversight

Program implementation is managed by the **Educational Services Division**, led by:

- Dr. Rosa Isiah, Assistant Superintendent of Educational Services
- Justine Lang, Director of Accountability and Intervention
- Jeffrey Nielsen, Coordinator of Expanded Learning
- Tami Sogi, ELOP Assistant Principal, providing program support and supervision
- Ben Boltz, Staff Assistant

District leadership is responsible for:

- State compliance and reporting
- Budget development and monitoring
- Vendor onboarding and contract management
- Site support, observation, and evaluation
- Training and professional development coordination
- Collaboration with Nutrition Services, Transportation, and Special Education

The program is governed by California Department of Education guidelines, including those related to unduplicated pupils, instructional minutes, safe staffing ratios, and program access.

Site-Level Leadership Structure

Each site operates under the direction of a Lead Instructional Assistant, who is responsible for:

- Daily program management (sign-in/out, rotation scheduling, safety)
- Staff coaching and coordination
- Student support and family communication
- Vendor collaboration
- Emergency preparedness and documentation

Lead IAs receive specific training in project management, behavior systems, team leadership, and data tracking. They are supported by:

- Instructional Assistants, who facilitate academic, enrichment, and SEL activities
- ELOP Office Assistants, who oversee attendance, early release tracking, and parent-facing communication

Clear job descriptions and expectations are in place for all staff, and site leads are expected to work collaboratively with their school principal and district supervisors.

Operational Systems

The program uses a centralized data system (ARUX/PowerSchool) to manage:

- Enrollment and attendance tracking
- Rostering for state reporting
- Early release documentation
- Behavior and incident reporting

Regular monitoring and communication loops are built into the management plan, including:

- Weekly check-ins between district staff and site leads
- Monthly leadership huddles for Lead IAs
- Quarterly vendor and partner feedback sessions
- Annual staff and family surveys to inform Continuous Quality Improvement (CQI)

Staffing and Scheduling Tools

All sites operate with:

- A consistent daily rotation schedule, adapted by site but built around shared core components (academics, enrichment, physical activity, SEL)
- Staffing rosters that ensure required ratios (10:1 for TK–K and 20:1 for Grades 1–6) are maintained
- Communication tools to ensure parent updates, emergency alerts, and absences are logged in real time

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 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?

Torrance Unified School District recognizes the unique developmental needs of Transitional Kindergarten (TK) and Kindergarten students and has created a specialized ELOP model that ensures compliance with EC Section 46120(b)(2)(D), while supporting whole-child growth and school readiness.

Maintaining the 10:1 Ratio

All ELOP sites serving TK and K students will maintain a maximum 10:1 pupil-to-staff ratio. This is achieved through:

- Strategic staffing that allocates dedicated Instructional Assistants (IAs) specifically to TK/K groups
- Site scheduling that limits the total number of TK/K enrollments based on available staffing
- District-level monitoring of enrollment-to-staff ratios in PowerSchool/ARUX, adjusted as needed each quarter
- Recruitment of experienced early childhood staff and prioritization of candidates with experience in preschool, kindergarten, or child development

Lead IAs are required to ensure that ratios remain compliant at all times during instructional and enrichment periods.

Staff Recruitment and Preparation

To recruit and prepare quality staff for TK/K support, the district:

- Partners with local colleges and instructional assistant pipelines to recruit individuals with early childhood education (ECE) backgrounds
- Provides access to coaching and mentoring for TK/K staff through the ELOP Assistant Principal and site leadership
- Uses the TK/K-specific daily schedule (included in the Parent Handbook and live plan) to guide staffing assignments and activity design

Staff are expected to approach students with calm, empathy, and consistency, in line with expectations outlined in the Instructional Assistant job description:

“Build relationships with students that are developmentally appropriate; model safe, respectful behavior; and support calm redirection.”

Developmentally Informed Curriculum and Environment

The TK/K enrichment model emphasizes structure, predictability, and play-based learning. Key components include:

- **Daily routines:** Visual schedules, calming transitions, and consistent location use (classroom, rest areas, playground)
- **Curriculum content:**
 - Social-emotional learning using Second Step’s early childhood modules
 - Free play, dramatic play, and sensory activities
 - Movement and music-based enrichment

- Storytelling, guided drawing, and hands-on exploration

Students also receive extra supervision during transitions, frequent check-ins, and access to wellness supports when needed. Sites may add cozy corners, sensory tools, and visual supports to help students self-regulate and feel safe.

Oversight and Continuous Improvement

District and site leadership regularly observe TK/K program elements to ensure:

- Appropriate grouping and ratios
- Age-aligned language and behavior supports
- Safe physical spaces and transitions
- Student comfort, participation, and engagement

Site leads are responsible for ensuring developmental appropriateness and are supported with real-time coaching when needed.

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	IA led Outside 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: Outside 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: Outside 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	Mix of academic intervention, skill building, and enrichment.
12:00pm - 12:45pm	Check-in, lunch, free play outside
12:50pm - 2:00pm	Enrichment Lesson/Activity
2:05pm - 3:05pm	Outside 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.