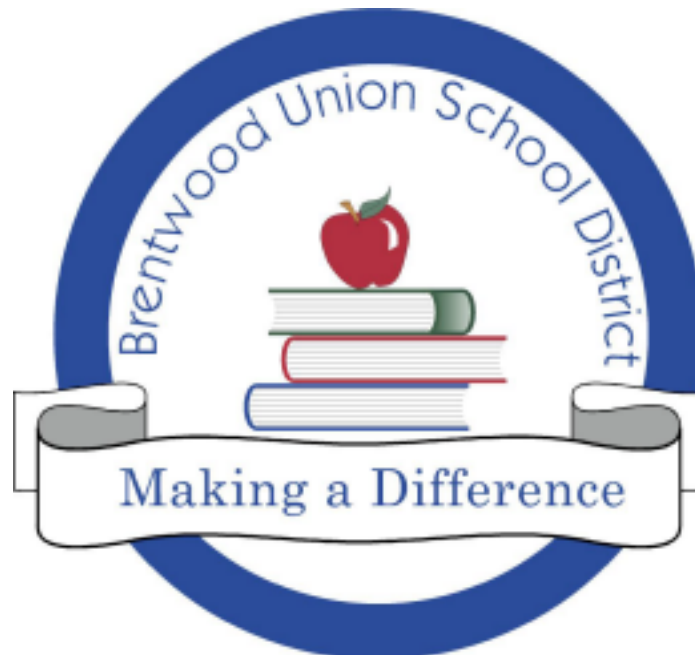


Brentwood Union School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM

Prepared by:
Brentwood Union School District

Brentwood Union School District
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Expanded Learning Opportunities Program Plan

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

Local Educational Agency (LEA) Name: Brentwood Union School District

Contact Name: Kirsten Jobb

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

1. Brentwood Elementary
2. Garin Elementary
3. Isaac R. Montañez Elementary
4. Krey Elementary
5. Loma Vista Elementary
6. Marsh Creek Elementary
7. Mary Casey Black Elementary
8. Pioneer Elementary
9. Ron Nunn Elementary
10. Adams Middle School
11. Bristow Middle School
12. Edna Hill Middle School

Governing Board Approval Date: June, 2022

Review/ Revision Date: June, 2025

Expanded Learning Opportunities Program Plan

Definitions

“Expanded learning”:

“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”:

“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])

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency’s program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Expanded Learning Opportunities Program Plan

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Extended Learning Opportunities Program (ELO-P) offered by Brentwood Union School District (BUSD) provides students with enriching, extended-day experiences that complement the regular school day in a safe, structured, and supportive environment. In partnership with Right at School, a nationally recognized provider of high-quality extended learning programs, BUSD ensures that students in grades TK–5 have access to care and learning opportunities for up to nine hours per day, including the regular instructional day.

To support student safety and consistency, ELO-P will be offered on campus at all nine of BUSD's elementary schools, utilizing designated classrooms or multipurpose spaces. This on-site model eliminates the need for transportation and allows students to seamlessly transition to the afterschool program immediately upon dismissal. Students in

Expanded Learning Opportunities Program Plan

grades TK–K will benefit from a 10:1 student-to-staff ratio, while grades 1–5 will maintain a 30:2 ratio, ensuring appropriate levels of supervision and engagement. Sixth-grade students will have access to extended learning opportunities at all three of BUSD's middle schools.

The Right at School program is committed to cultivating a warm, inclusive, and culturally responsive learning environment. Through intentional practices that promote social-emotional development and positive identity formation, staff members foster a sense of belonging and respect for all learners.

Together, these efforts reflect BUSD's commitment to providing a safe, inclusive, and accessible extended learning environment that supports the academic and social-emotional needs of all students.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The program is designed to provide a nurturing, emotionally safe, and supportive environment where all students feel valued, respected, and connected. Social-emotional learning (SEL) is intentionally woven throughout the program using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. Each month, students engage in the "I AM" curriculum, which focuses on specific character and SEL traits such as empathy, resilience, and kindness, helping them develop a strong sense of identity and interpersonal skills.

Staff are trained in the Positive Guidance Model, equipping them to use proactive strategies that support emotional regulation, build positive relationships, and foster a sense of belonging. Daily Town Hall meetings provide a consistent space for students to connect with peers and staff, celebrate achievements, and discuss social-emotional themes in a safe, supportive setting.

The overall environment is intentionally inclusive, ensuring that every child is encouraged to be their authentic self and is supported in their individual growth. Through thoughtful curriculum, staff training, and a strong focus on relationships, the program creates a foundation for emotional well-being and student success.

2—Active and Engaged Learning

Explain 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.

Expanded Learning Opportunities Program Plan

The Extended Learning Opportunities Program (ELO-P) is thoughtfully designed to provide students with meaningful, engaging, and developmentally appropriate learning experiences that supplement, but do not duplicate, the instructional day. Through partnerships with Right at School, students are offered a rich variety of enrichment opportunities that promote academic growth, creativity, and social-emotional development in a fun and supportive environment.

Right at School implements a well-structured daily schedule that begins with a Town Hall meeting, where students gather for community-building and to set a positive tone for the afternoon. Following this, students enjoy a nutritious snack before transitioning into a rotation of enrichment activities. These include “Disguised Learning” experiences—activities intentionally designed to build academic and life skills through play, movement, and exploration. Students participate in fitness, social-emotional learning (SEL), and interest-based activities, allowing them to apply classroom learning in new and engaging contexts.

A key feature of the program is the opportunity for Personal Learning Time, where students receive support with homework or engage in interest-based learning projects. Students are grouped into age-appropriate learning pods, ensuring that instruction and support are tailored to their developmental and academic needs. These learning pods also provide time to address and reinforce concepts from the school day in a collaborative and supportive setting.

In both programs, a shared goal is to ensure students leave each day with their homework completed and a sense of accomplishment. This reduces stress for families at home and supports overall student success.

Together, these programs provide a dynamic and responsive extended learning environment that actively engages students, reinforces academic skills, and nurtures personal growth.

3—Skill Building

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

The Extended Learning Opportunities Program (ELO-P) provides students with daily access to intentional, engaging activities designed to build essential academic, social, and personal skills. Through a partnership with Right at School, the program offers a wide array of structured learning experiences that are both standards-aligned and developmentally appropriate, promoting skill acquisition across multiple domains.

A core component of the Right at School program is its emphasis on “Disguised Learning”—a unique approach that embeds academic content within fun, hands-on activities. Students engage daily in experiences that build competencies in math,

Expanded Learning Opportunities Program Plan

science, reading, writing, outdoor and nature-based learning, creative and performing arts, and community service. This approach fosters meaningful skill development while maintaining high levels of student engagement.

The program also provides structured homework and academic support time, allowing students to reinforce classroom learning and receive personalized assistance as needed. Right at School staff collaborate closely with school site administrators and classroom teachers to align support with students' academic goals and ensure that interventions are both targeted and effective.

Right at School's instructional framework is grounded in evidence-based educational practices that promote student growth:

Constructivist Learning: Educators act as facilitators, guiding learning based on student interests and encouraging dialogue, collaboration, and shared ownership of the learning process.

Inquiry-Based Learning: Students explore open-ended problems, engage in deep questioning, and develop creative solutions, promoting curiosity and critical thinking.

Project-Based Learning: Long-term, collaborative projects and service learning activities build teamwork, leadership, and real-world problem-solving skills.

Social-Emotional Learning (SEL): Integrated throughout the day to support the development of positive identity, strong relationships, self-regulation, and responsible decision-making.

Inclusive and Culturally Responsive Teaching: Programs are designed to reflect and honor the diverse identities, backgrounds, and experiences of all students, ensuring a warm and welcoming learning environment.

Together, these comprehensive strategies ensure that students are not only supported academically, but also empowered to develop a wide range of skills that prepare them for success in school, relationships, and life.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The Extended Learning Opportunities Program (ELO-P) is thoughtfully designed to elevate student voice and leadership as central elements of the daily learning experience. Through our partnership with Right at School, the program empowers

Expanded Learning Opportunities Program Plan

students to actively shape their environment, promoting autonomy, responsibility, and meaningful community engagement.

Student voice is intentionally embedded into every aspect of the program. Each day begins with a Town Hall meeting, where students are invited to reflect, share ideas, offer feedback, and engage in group decision-making. These meetings not only create a consistent platform for student dialogue but also provide a valuable opportunity for students to lead discussions, propose activities, and help guide the direction of the program. This daily structure fosters a strong sense of ownership, belonging, and empowerment among all participants.

In the program's multi-age setting, older students are encouraged to take on mentorship and leadership roles, modeling positive behaviors and supporting younger peers. These roles are designed to develop essential skills such as communication, collaboration, and conflict resolution, while simultaneously cultivating confidence, empathy, and a strong sense of purpose.

Right at School's educational approach is grounded in constructivist pedagogy, which centers on student-driven learning and active participation. Within this framework, educators act as facilitators who support students in shaping their own learning paths. Authority is shared between staff and students, small-group instruction is used to foster strong peer relationships, and a two-way dialogue is encouraged to promote mutual respect, inquiry, and the exchange of ideas.

This student-centered model ensures that young people are not passive participants, but co-creators of their educational journey. Leadership is developed organically through choice, voice, and responsibility—an approach that aligns with the program's core mission to "instill a love of learning" by making each student feel heard, valued, and empowered.

By providing structured yet flexible opportunities for student input, leadership, and mentorship, the ELO-P creates an inclusive learning environment where all students have access to meaningful participation, personal growth, and the development of lifelong leadership skills.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The Extended Learning Opportunities Program (ELO-P) is committed to supporting the physical, emotional, and social well-being of all students by promoting healthy choices,

Expanded Learning Opportunities Program Plan

nutritious eating habits, regular physical activity, and social-emotional development.

Each afternoon, students in the program receive a nutritious snack that meets all federal and state nutrition standards. Right at School provides a rotating menu of healthy, well-balanced snacks, taking into consideration dietary restrictions and student preferences to ensure that all children are able to participate fully. These snacks are designed to support energy and focus for the afternoon's enrichment and physical activities.

Physical activity is embedded into the daily schedule. Every day, students participate in age-appropriate fitness activities that promote movement, coordination, and teamwork. These activities are designed to be both structured and fun, including indoor and outdoor games, cooperative challenges, and free play. This consistent exposure to physical activity encourages students to adopt and maintain healthy lifestyle habits.

In addition to physical health, the program strongly supports emotional and social health through its comprehensive Social-Emotional Learning (SEL) framework. Right at School's program is built around a thematic curriculum that aligns with the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. SEL is not a standalone component, but is embedded throughout all program content and interactions.

A signature element of the program is the monthly "I AM" initiative, which focuses on ten core character and SEL traits throughout the school year. Through this initiative, students engage in meaningful discussions and activities that build self-awareness, emotional regulation, social skills, and a strong sense of identity. Staff also recognize and celebrate students who exemplify these traits, reinforcing positive behaviors and peer role modeling.

The SEL approach, combined with consistent physical activity and access to healthy foods, ensures that students are not only supported academically but are also developing the resilience, confidence, and habits necessary for lifelong well-being. The program creates a safe, inclusive environment where students learn to make healthy choices and grow into responsible, emotionally intelligent members of their school and community.

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. Include how the ELO-P will provide access for students with disabilities.

The Extended Learning Opportunities Program (ELO-P), in partnership with Right at School, is dedicated to fostering a warm, welcoming, and inclusive environment that honors and celebrates the cultural and linguistic diversity of all students. The program emphasizes culturally responsive teaching and actively supports children's positive identity development through multiple intentional strategies, ensuring every student feels

Expanded Learning Opportunities Program Plan

valued and empowered.

Key elements of this commitment include:

- **Individualized Support and Celebration of Authenticity:** Every student, regardless of ability, background, or individual needs, is supported in their personal growth. Students are encouraged to be their authentic selves and are celebrated for their unique contributions to the community.
- **Staff Training and Positive Guidance:** Program staff receive ongoing training focused on recognizing diverse learning styles and fostering intrinsic motivation and positive self-identity. Utilizing the Positive Guidance Model, staff acknowledge student progress, celebrate how students overcome challenges, and recognize their achievements, thereby reinforcing growth and resilience.
- **Collaborative Individualized Care:** Right at School collaborates closely with school leaders, families, and specialists to understand and meet the academic, physical, emotional, and medical needs of all students. Supports are tailored in alignment with Individualized Education Programs (IEPs) and school-day strategies. This coordination is overseen by a Master's-Level Specialist for Child Behavior and Inclusion to ensure the highest quality of individualized care.
- **Culturally Enriched Curriculum:** The curriculum intentionally incorporates learning experiences that expose students to diverse cultures and traditions through the study of geography, history, and cultural values. It includes the celebration of accomplished individuals from various cultural backgrounds, enriching students' global awareness.
- **Community Engagement and Cultural Celebrations:** Students engage in activities related to a wide range of cultural holidays, often enhanced by guest speakers from the community and families who share their customs, traditions, and perspectives, fostering meaningful connections.
- **Facilitation of Respectful Dialogue:** Through curricular activities and daily Town Hall meetings, students participate in respectful exchanges of diverse viewpoints and experiences. This open dialogue enhances empathy, broadens understanding, and cultivates appreciation for differences.
- **Inclusive Social Interaction:** The program's structure promotes inclusion through daily dialogue, collaborative projects, cooperative group activities, peer mentoring, and public performances. These experiences provide continuous opportunities for students to deepen their understanding of their peers and to appreciate the rich diversity of their community.

Together, these approaches ensure that the ELO-P provides an equitable, accessible, and culturally affirming environment where every student can thrive academically, socially, and emotionally.

Expanded Learning Opportunities Program Plan

7—Quality Staff

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

Right at School is committed to ensuring that all staff members are thoroughly trained and well-prepared to deliver a high-quality, safe, and engaging program. To achieve this, every staff member participates in comprehensive training that covers the program's curriculum, instructional strategies, social-emotional learning approaches, safety protocols, and student supervision standards. This extensive training ensures that staff are equipped with the knowledge and skills necessary to support student learning and well-being effectively.

8—Clear Vision, Mission, and Purpose

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

The Extended Learning Opportunities Program (ELO-P), in partnership with Right at School, is guided by a clear and intentional vision, mission, and purpose that align with the goals of Brentwood Union School District and the broader objectives of expanded learning.

BUSD's vision, mission, and purpose for the Extended Learning Opportunity Program is to:

- Provide a safe, fun, engaging, enriching, and supportive environment
- Improve student academic outcomes
- Support student social emotional well-being

9—Collaborative Partnerships

The ELO-P is a partnership with Right at School and BUSD. Together, through collaborative planning, mutual support of our students, and ongoing communication, our goal is to provide an exemplary extended day experience for our students.

10—Continuous Quality Improvement

BUSD has agreed to partner with Right at School to regularly evaluate program offerings and data (both quantitative and qualitative) in order to improve students' outcomes as a result of the programs. This cycle of improvement will be ongoing and collaboratively accomplished.

Expanded Learning Opportunities Program Plan

11—Program Management

Each Right at School's programs on elementary school sites will have a school site manager. School site managers will be overseen by Right at School's area managers. School site and area managers will participate in ongoing collaboration and communication with site administrators. Right at School directors will participate in ongoing collaboration and communication with BUSD directors and other leadership. This oversight will provide accountability from BUSD and Right at School's leadership to ensure a quality program is provided to each school site.

Expanded Learning Opportunities Program Plan

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.

Marsh Creek Elementary will maintain its ASES program. This program will align itself and work in conjunction with Right at School.

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. (See [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?

Right at School will continue to hire staffing to ensure a pupil to staff ratio of no more than 10:1. Staff will be well trained to ensure a developmentally appropriate environment for our TK/Kindergarten students. Right at School has a specific curriculum and programs for our youngest students, ensuring they are happy, safe and learning.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Brentwood Union School District (BUSD) is committed to ensuring that all communication regarding the Extended Learning Opportunities Program (ELO-P) is culturally and linguistically inclusive, accessible, and effective. All program information, including announcements, enrollment forms, and parent communications, are translated into the primary languages spoken by our families, including Spanish. Communications are shared through multiple channels to reach the widest audience possible, including ParentSquare, email, phone calls, school newsletters, and in-person outreach at school sites. To ensure equitable access to the program, the enrollment process is simple and

Expanded Learning Opportunities Program Plan

family-friendly. Enrollment forms are distributed both electronically and in paper form at school sites. Families can complete and return these forms via email, by submitting hard copies to the school office, or during designated enrollment events. Staff are available to assist families in completing forms and answering questions in their home language when needed.

All completed and signed forms are securely stored in compliance with district privacy and recordkeeping policies. Digital forms are maintained in a password-protected system, and hard copies are kept in locked files at each school site.

Beginning in the 2025–26 school year, Brentwood Union School District (BUSD) plans to integrate Attendance Recovery (AR) sessions into its ELO-P offerings. These sessions will be available during intersession breaks and summer school, providing students with opportunities to recover instructional time lost due to absences. AR sessions will be supervised by certificated staff and will include educational activities aligned with grade-level standards. Participation in AR is voluntary and will be communicated to families through culturally and linguistically appropriate channels, ensuring that all students and families are informed about the opportunity. Transportation will be provided for students participating in the summer school program to ensure equitable access to extended learning opportunities.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

The Extended Learning Opportunities Program (ELO-P) at Brentwood Union School District, in partnership with Right at School, is designed to be accessible for families who qualify for ELO-P. Fees are fully waived for students who qualify for free or reduced-price meals, those identified as homeless under the McKinney-Vento Homeless Assistance Act, children in foster care, and English Learner (EL) students.