



**BLOCHMAN UNION ELEMENTARY SCHOOL DISTRICT
EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE
UPDATED FOR THE 2025/2026 SCHOOL YEAR
BOARD APPROVED June 10, 2025**

Expanded Learning Opportunities Program Plan Guide

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

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

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

1. Benjamin Foxen Elementary
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
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

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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

Blochman School District ELOP seeks to provide all currently enrolled TK-6 grade students, with an emphasis on our unduplicated population, access to the Expanded Learning Opportunities Program activities during 30 non school days of intersession and summer school, as well as a daily after school program with Blochman Elementary staff.

The ELOP will provide a safe and supportive environment for the physical and social-emotional needs of the students. All programs will take place at our elementary school site beginning on day one of the school year and running through the last day of school for a total of 180 days of after school programming and support. Students will be provided with transportation for the 30 nonschool days to the school site for the program which will take place during winter, spring and summer breaks. Special transportation is not needed for the after school program because it is at the student's home site and they will already be on campus.

The program collaborates with school site administrators and Maintenance of Operations to address safety concerns, ensuring adequate lighting and security camera presence. Gates remain locked until designated release times, aligning with campus safety protocols. At day's end, staff position themselves in designated meeting areas to receive students, with classroom teachers escorting students to ensure continuous supervision during handoff.

Each site maintains at least two team members trained in CPR, AED use, and first aid. All staff receive training from the district nurse on administering EpiPens and managing seizure procedures. The district nurse identifies students with specific health and medical needs, while enrollment processes collect critical information including health requirements, emergency contacts, and dismissal plans. Site leaders access the district's student information system for up-to-date emergency contacts, health needs, and behavioral records.

Staff collaborate with teachers, administrators, social workers, counselors, the Director of Special Education, and school nurse to address student needs. All employees undergo Live Scan background checks through the county superintendent of schools. External providers meet the same minimum standards as district staff.

Staff Identification & Communication:

- Staff are introduced to students and families and maintain contact with all parents to ensure visibility and create approachability.
- Two-way radios enable constant communication during program hours
- Parents can reach site leaders via phone/text, with school office backup before 4:00 PM

Enrollment & Attendance:

- Clear notification process for waitlist vs. enrollment status
- Required parent orientation upon enrollment
- Continuous enrollment maintaining 20:1 ratios (grades 1-8) and 10:1 ratios (TK/K)
- Daily attendance recorded with real-time parent notification for absences

- All data maintained in district student information system

Student Release & Transportation:

- Authorized adult sign-out required with ID verification
- Only authorized contacts permitted for student release
- Walk-home permissions designated on applications with proper documentation
- Dedicated program-funded transportation for eligible students on the 30 non school day programs
- Pre-planned routes coordinated with district transportation department
- Off-campus activities follow district procedures with approved transportation

Professional Development:

- Annual mandatory training (sexual harassment, mandated reporting, safety protocols)
- Voluntary training opportunities (EpiPen, Narcan, First Aid, CPR)
- Three times per year skill development (classroom management, positive discipline, leadership)
- Quarterly emergency drill practice aligned with school procedures
- Collaborative safety planning with site administration

Facilities Management:

- Controlled access points with surveillance monitoring
- Extended campus access (cafeteria, playground, fields, classrooms)
- Dedicated custodial support for program spaces
- Collaborative oversight with maintenance and operations

2. Active and engaged learning

Students attending an expanded learning program at Blochman Union School District are continuously engaged in learning through the supplemental programs and support being offered. As a result of family/staff communication, the overwhelming need of our families is for students enrolled in the afterschool program to have a focal point of homework time and iReady practice skills. Students will be supported either on a 1:1 or small group basis with our Instructional Needs determined by collaboration between site coordinator and regular school day credentialed teachers. Students will be participating in arts and craft activities to learn about animals, plants, oceans, engineering, and art when time allows for additional activities after homework and iReady skills are completed.

For the intersessional and summer sessions, Blochman staff will be providing the 9 hours instructional program time on school campus. Students will be able to start their day with physical warm ups, and SEL affording students time for youth voice and leadership opportunities. Literacy, math and STEAM enrichment through STEM Taught Lessons will fill the

day and provide students with the opportunity to explore and expand their own learning and understanding.

Community Connections: Extended Learning Opportunities: Field trips extend learning into the broader community, providing real-world experiences that complement academic instruction. Family engagement events celebrate student learning and strengthen school-family-community connections.

3. Skill Building

The goals of the ELOP align with the 5 C's-Communication, Collaboration, Critical Thinking, Creativity and Caring-as well as social emotional learning (SEL) competencies of Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness. Enrichment activities that promote active and engaged learning will promote the 5 Cs.

The after school, intersessional and summer programs will offer academic support, social/emotional activities in age-appropriate groups, as well as physical activities that meet the needs and interests of pupils through hands-on, engaging learning experiences. Through these experiences students will be able to gain practical knowledge in problem-solving , communication, collaboration, and critical thinking. As students begin to participate in SEL they will be able to identify, manage and communicate their emotions. Students will be engaged in mindfulness practices to identify and regulate emotions, and restorative justice practices that invite students to repair harm; as they begin to use different coping skills it will lead them to be able to better manage difficult situations in the future.

Utilizing both certificated and classified staff helps extend learning and deepen understanding in areas where students need additional support or more time to reach mastery. Enrichment activities are intentionally designed to support skill-building and expose students to new interests, while partnerships with outside contractors provide access to experiences that may otherwise be unavailable due to community limitations or financial barriers.

4. Youth Voice and Leadership

The ELO Program schedule has implemented time for the students to share their thoughts and feelings about the day's activities and lessons. Students are also encouraged to voice their opinions and desires for changes with the program. A discussion about the benefits for these changes will take place daily and provide the students with the experience of being an agent for change within the group. Leadership opportunities will arise throughout the day and be on a voluntary basis to lead different activities or help with various tasks as appropriate. Older students are encouraged to be positive role models for the younger students and to model healthy choices, use positive affirmations for the younger students. Communication skills and emotional regulation will also be modeled by staff in order for students to be able to communicate their own needs and concerns.

5. Healthy Choices and Behaviors

All ELOP sessions will serve snacks and meals consisting of fruits, vegetables, whole grains and proteins that conform to the nutrition standards. The program will also offer the opportunity to engage in physical activities that promote healthy lifestyle choices, such as outdoor activities and a focus on nutrition and health. Sports programming is available to teach fundamentals while emphasizing teamwork, healthy competition, and sportsmanship. Students will have access to resources that will give them the knowledge and skills to make long term healthy lifestyle choices.

6. Diversity, Access, Equity

The ELOP is designed to address cultural and linguistic diversity and provide opportunities for all participants to experience diversity, access, and equity. The after school, intersessional and summer programs will emphasize cultural and linguistic diversity through a variety of activities that embrace the differences of our students. Additionally the program will be provided by staff with experience in differentiating instruction which will prove valuable for students with disabilities. Instruction will be provided using different learning approaches for the diverse group of students and their needs. The program fosters environments that celebrate diversity by recruiting staff who reflect student populations and reside within the community. Having bilingual staff enhances programming by offering essential support to students and families requiring language assistance. Activities embrace and celebrate cultural diversity, offering opportunities to explore various cultural traditions through books, dance, and media from diverse sources. The program is open to all students regardless of ability, physical limitations, or language barriers, with collaboration between special education services to ensure appropriate accommodations and seamless transitions.

7. Quality Staff

The ELOP will provide opportunities for students to engage with qualified staff. All staff meet minimum qualifications including educational requirements, background clearances, health screenings, and mandatory training completion. Staffing ratios are maintained according to regulations, with site leaders monitoring daily attendance and schedules to ensure ongoing compliance. When enrollment increases, additional staff are hired or reassigned to maintain safe and effective supervision.

The program will recruit and retain high quality staff and provide ongoing professional development based on staff and student needs. All staff directly supporting children in the program will meet the same requirements as Instructional Aides. The program will have a credentialed teacher liaison who will support the staff in developing appropriate teaching and learning strategies, and classroom management. The liaison will observe staff and offer feedback as well as model these strategies.

Staff will observe the instructional aides at least 3 times per year. This will enable staff to provide a safe and supportive environment for students to explore their interests and develop their skills. The staff will also be able to provide support and guidance to students as they navigate their way through the program and assist them in reaching their goals.

8. Clear Vision, Mission and Purpose

The Blochman expanded learning programs' vision, mission and purpose are the same as those of the district:

To ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible citizens in a continuously changing world.

Expanding learning beyond the school day by providing meaningful opportunities for academic support, enrichment, and personal growth in safe, supportive environments that strengthen instructional day skills and fostering lifelong learners.

9. Collaborative Partnerships

Blochman Union School District has developed a relationship with STEMtaught for curriculum and materials. The district is currently cultivating more collaborative partnerships with outside agencies for intersessional and afterschool who will provide additional resources, support and training (Central Coast Aquarium, Santa Barbara Zoo, Santa Maria Airport Museum) The LEA will continue to seek partnerships with outside agencies who can provide resources to students based on student needs. Expanding learning beyond the school day by providing meaningful opportunities for academic support, enrichment, and personal growth in safe, supportive environments that strengthen instructional day skills and fostering lifelong learners.

10. Continuous Quality Improvement

The district will continuously monitor all facets of our expanded learning program to make improvements for long term sustainability with our community partners, staff, students and their families. The Board members will regularly discuss our mission and vision, successes and growth areas for program implementation, and how to encourage more participants to take advantage of the expanded learning opportunities. The formal annual program assessment and informal check-ins with staff and students throughout the school year will help to ascertain the quality of the program. Data collected will help drive decisions about professional development needed for staff and program content to keep or change for students.

11. Program Management

Blochman Superintendent/Principal will have oversight of the entirety of the expanded learning program. The site coordinator will lead the ELOP leadership team consisting of a variety of ELOP staff and interested community partners. The ELOP leadership team will help collaborate with community based organizations, review content and activities to implement, and engage in program data collection and analysis. The leadership team will also be responsible for coordinating resources for the program, communicating with partners, and resolving issues that might arise.

Record-keeping practices include secure storage of completed forms in both physical and digital formats with limited access granted only to authorized personnel. Enrollment opens annually with promotion through multiple communication channels, and electronic registration processes ensure accessibility for all families.

Districts ensure all costs charged to programs are reasonable, necessary, and allowable in accordance with applicable statutes and regulations. Chief Business Officers oversee fiscal accounting and reporting processes, ensuring compliance with guidelines and appropriate allocation requirements. Financial records are audited annually by external independent firms to verify compliance with standards.

Districts maintain transparency through detailed reporting including quarterly expenditure reports and regular internal audits. All program expenditures follow approved budgets, with required budget revisions submitted according to guidelines. Purchases are made through purchase orders or expense claims with appropriate approvals, and documentation of all payments is securely stored and available to stakeholders upon request.

General Questions

Blochman does not have an ASES grant, but the ELOP grant will be used to provide students with access to a wide range of educational and enrichment activities, tutoring and mentoring. The funding will also be used to support staff and personnel to ensure that the program is implemented effectively and efficiently. Ultimately the goal of this program is to provide students with the best possible educational experiences and to help them reach their full potential.

TK/K Ratio 1:10 TK/K students enrolled will be grouped in students of no more than 10:1 with trained staff at Blochman during after school, intersessional and summer programs.

Ongoing collaboration with the full time district employed TK/K educator for academic development and special needs for this population will allow for the TK/K students to have age and developmentally appropriate materials available for them to engage in. Through this plan the program will be able to provide a safe and nurturing environment for the TK/K pupils.

See Attachment A

(Attachment A) Sample Schedules

Regular TK/K After School Schedule:

2:45-3:00 Check in outside of Room 1

3:00-3:30 Snack/recess/wash hands

3:30-4:30 iReady/Homework/Read Aloud

4:30-5:00 Enrichment Activities (Arts and Crafts)

5:00-5:30 Free choice/Clean up/Sign Out

Minimum Day TK/K After School Schedule:

12:45-1:00 Check in at Room 1

1:00-1:30 Small snack Break/Recess

1:30-1:50 iReady (Math/ELA)

1:50-2:10 Music and movement

2:10-2:30 Homework/Read Aloud Activity

2:30-2:40 Wash hands/Bathroom Break

2:45-3:30 Snack Break/Recess

3:30-4:00 STEAM Instruction and Enrichment activities

4:00-4:15 Clean up and transition to structured play

4:15-4:35 Structured Play (Game based on STEAM Activity)

4:35-4:50 Student Choice activity-color, sing-along, indoor game

4:50-5:00 Community Modeling (comments/feelings/interests/thoughts about day)

5:00-5:30 Clean up/Free Play/Sign out

Summer/Intersession Days

Students will arrive on campus between 8-8:30am.

8:30-9:00 Health and Nutrition/Breakfast

9:00-9:10 Bathroom/Wash hands/transition to classes

9:10-9:30 SEL (Feelings check in)

9:30-10:30 ELA/Math Enrichment

10:30-10:50 Break/Recess

10:50-11:00 Wash Hands

11:00-12:00 STEMtaught/ART Lessons and Activities

12-12:20 Structured Play (Silly Sports and Goofy Games)

12:20-12:30 Wash Hands transition to lunch break

12:30-1:30 Lunch and Recess

1:30-2:00 Physical Education Games

2:00-3:00 STEAM Lessons (STEMtaught Lessons)

3:00-3:30 Snack Break

3:30-4:10 Finish STEAM Lessons and activities/Clean up

4:10-4:20 Community-Youth Voice and Leadership

4:20-4:30 Bus riders load up on bus

4:30-5:00 Student Choice activity-color, sing-along, indoor game, outdoor physical play

5:00-5:30 Clean Up/Sign Out