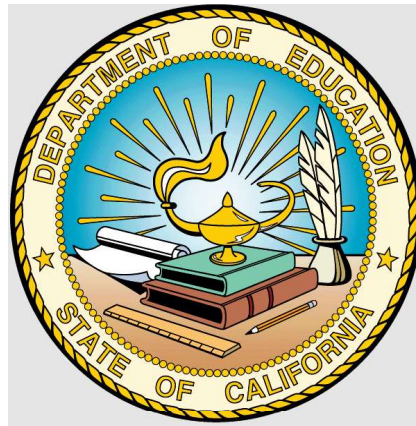


**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:  
Expanded Learning Division

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



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

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

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

Local Educational Agency (LEA) Name: Blochman Union School District  
Contact Name: Jennifer Doyel  
Contact Email: jdoyel@blochmanusd.org  
Contact Phone: 805-937-1148 ext. 122

**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>.

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## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Blochman School District ELOP seeks to provide unduplicated youth 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. Students will be provided with transportation for the 30 nonschool days to the school site for the program. 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.

## 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.

Students attending an expanded learning program at Blochman Union School District are continuously engaged in learning through the supplemental programs and support being offered. During the afterschool program, students are supported either on a 1:1 or small group basis, determined by need, with our Instructional Aides. In addition, homework help is provided during this time to ensure all students have robust academic support. Students will be participating in STEMTaught lessons learning about animals, plants, oceans, engineering, and art while also engaging in the different components of the program.

For the intersessional and summer sessions, Blochman staff will be providing the 9 hours instructional program time. 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 will fill the day and provide students with the opportunity to explore and expand their own learning and understanding.

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## 3—Skill Building

Describe how the program will provide opportunities for students to experience 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 afterschool, 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.

## 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in 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.

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## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

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, sports and a focus on nutrition and health. Students will have access to resources that will give them the knowledge and skills to make long term healthy lifestyle choices.

## 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The ELOP is designed to address cultural and linguistic diversity and provide opportunities for all participants to experience diversity, access, and equity. The afterschool, 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.

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## 7—Quality Staff

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

The ELOP will provide opportunities for students to engage with qualified staff. 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

Describe the program's 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.

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## 9—Collaborative Partnerships

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

Blochman ELOP has developed a relationship with STEMtaught for curriculum and materials. The program is currently cultivating more collaborative partnerships with outside agencies for intersessional and summer who will provide additional resources, support and training (Star Base Program, US Fish and Wildlife Program, Explore Ecology, and more.) The LEA will continue to seek partnerships with outside agencies who can provide resources to students based on student needs.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

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.



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## 11—Program Management

Describe the plan for 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 organization, 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.

## General Questions

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

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Blochman does not have 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.

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## 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?

TK/K students enrolled will be grouped in students of no more than 10:1 with trained staff at Blochman during afterschool, 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.

## Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

For TK/K sample schedules, please see Exhibit A.

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

## **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

## **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

## **EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

## **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

## **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

## **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### **EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.