

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Santa Maria-Bonita School District

CULTIVATING BRIGHT FUTURES

Developed by Plan Alignment and Implementation in Collaboration
with Teaching and Learning Supplemental Services Department,
Core, In-Community Services, and Educational Partners

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Instructions: Expanded Learning Program school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. Adam (William Laird) Elementary School
2. Alvin Elementary School
3. Arellanes (Don Juan Bautista) Elementary School
4. Battles (Washington) Elementary
5. Bill Libbon Elementary
6. Bonita Elementary
7. Bruce (Robert) Elementary
8. Fairlawn Elementary
9. Jimenez (Roberto and Dr. Francisco) Elementary
10. Liberty Elementary
11. Miller (Isaac) Elementary
12. Oakley (Calvin C.) Elementary
13. Ontiveros (Juan Pacifico) Elementary
14. Rice (William) Elementary
15. Sanchez (David J) Elementary
16. Taylor (Ida Redmond) Elementary
17. Tunnell (Martin Luther) Elementary
18. Arellanes Junior High
19. El Camino Junior High
20. Fesler (Isaac) Junior High
21. Tommie Kunst Junior High

Community Based Organizations

1. **Santa Maria Valley YMCA**
2. **Boys & Girls Clubs of Mid Central Coast**
3. **People's Self Help Housing**

ASES, 21st Century Community Learning Centers and ELO Programs will be one, single, comprehensive program. SMBSD will collaborate with community organizations to give more expanded learning options to parents/guardians.

This program plan may be subject to revisions to better align it with student needs and CDE guidelines/updates.

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

<https://www.cde.ca.gov/ls/ex/elopinfor.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.

Santa Maria Bonita School District (SMBSD) is committed to ensuring a safe and supportive environment to all students participating in our Expanded Learning Opportunities program across the district.

The program will be offered to local families both on school sites as well as off campus at community partner sites. The Program will be designed to support the whole child, and students' Social and Emotional Learning (SEL). Student to staff ratios will ensure students have access to staff. One of the desired outcomes of the ELOP is to provide an environment that supports nurturing and supportive relationships. Program staff identify students requiring emotional and health supports, and then collaborate to meet those needs or refer out to special services as needed. If needed, students are referred to the site Community Liaison to coordinate services. Risk Assessments are available by trained team members when needed

SMBSD seeks to create a safe and supportive environment utilizing safety protocols aligned with those utilized by SMBSD staff at all sites. Proper checkout procedures will ensure authorized persons are required to sign their child out. School Safety Plans will be implemented which follow the school safety plan during the instructional school day, with specific procedures related to after school activities and schedules. Our OST programs will have access to family outreach personnel, community liaisons, school based therapists, health assistants, nurses, and administrators, and connections to local and regional community resources.

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.

SMBSD will provide opportunities for students to experience active and engaged learning beyond the programs and lessons students participate in during the instructional day to support increased positive academic, behavioral, and social outcomes designed to accelerate progress in order to close learning gaps. Components and activities will offer enhanced hands-on and engaging activities in science exploration, robotics, VAPA standards, and other opportunities that engage, entertain, and excite students. Programs such as WriteBrain, Elevo, Playworks, Math for Love, Heggerty phonetics, Children's Creative Project, SB Museum of Art, One Cool Earth, SB Bike / COAST, SB County Food Bank, STEM Center USA, Youth Arts Alive, Zoo to You, and Zulu Dance have been designed and/or selected so that they are interactive and engaging for our students. All of the programs will incorporate critical thinking, creativity, collaboration, and communication. This will be accomplished by project-based and experiential learning, English language

development, social and emotional learning, and culturally and linguistically relevant practices. In addition, SMBSD provides all students with a Chrome Notebook, free internet access, and technology evening support during expanded learning hours.

3–Skill Building

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

ELOP offerings and programs are designed to provide students with skill-building opportunities. Curricular themes will include all core academics (math, language arts, English language development, science, and social studies) as well as supplemental subjects/non-academic subjects (community, sportsmanship, problem-solving, culture, leadership, service, etc). Programs will focus on building students’ content knowledge, language development, social emotional development, and career/college readiness skills. Examples include coding, robotics, drama productions, band/music performances, school leadership, yearbook production, school news/bulletin production, assembly planning / management / production, garden cultivation, etc. In addition to these types of offerings, the ELOP seeks to strengthen students’ interest in reading by providing access to the school library and program libraries. ELP provides students with extended access to computers and wi-fi to promote opportunities for web-based tutorials and learning games, providing students with differentiated support that builds on their present levels of proficiency.

4– Youth Voice and Leadership

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

SMBSD ELOP is designed to provide opportunities for students to build confidence, share their voice, and develop leadership skills. Students are encouraged to participate in daily check-ins to build program community and a sense of belonging. This key time for building relationships among and between students and staff will foster a community mindset and model acceptance of diversity. Students will be offered opportunities to become peer leaders by supporting younger students during project based learning and homework time. Students are encouraged to give input to the program offerings through surveys, feedback loops, CQI cycles, and an open door communication policy with District staff. The results of these submissions help staff plan and evaluate programming. ELOP Programs include many site based student leadership opportunities such as Student Advisory, yearbook, Student Council, and various clubs.

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 programming.*

Physical movement is an essential part of OST programs and is included in all offerings over 1.25 hours in length. We model positive social interactions and sportsmanship through fun games and sports. We provide equipment and activities to make physical activity fun for all. We also train our ELOP program staff using the PlayWorks program to offer safe, structured play.

Social Emotional Learning is a key component in developing students' ability to make healthy choices and display healthy behaviors. SMBSD will provide social and emotional learning opportunities through programs such as Panorama Education, with integrated support in the areas of self-management, self-awareness, responsible decision making, relationship skills, and social awareness. Panorama Education includes an online professional learning library ("Panorama Playbook") of SEL interventions for staff to access and use.

Santa Maria-Bonita School District offers nutritious supper meals and snacks to all students enrolled in the District's after school enrichment programs and OST programs. Hot supper is provided for all programs over 1.5 hours/day in length, while smaller, nutritional snacks and waters are provided for shorter offerings. All snacks and meals are consistent with Federal Smart Snacks Guidelines and California Education Code requirements. All food and beverages are individually wrapped and delivered/stored at appropriate temperatures. ELOP programs also partner with local growers and community Food Banks to offer Kids Farmers Markets and Teens Love to Cook food preparation lessons.

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.

In alignment with our district wide vision, SMBSD is committed to providing an Expanded Learning Opportunities Program addressing cultural and linguistic diversity and providing opportunities for all students to experience diversity, access, and equity.

All students, regardless of ability, needs, or background, are supported in their individual growth, encouraged to be their authentic selves, and celebrated for their uniqueness as a member of the SMBSD community. We offer a curriculum that incorporates diverse cultures and practices, and participate in a variety of celebrations of accomplished people from all cultural backgrounds including SchoolYardRap Hispanic Heritage celebration, Cesar Chavez Day learning, and others.

We strive to hire multilingual program staff to accommodate the language needs of our families, and provide translated program materials in both Spanish and Mixteco. Families receive information on ELOP programming through a wide variety of communication

vehicles. Flyers are sent home with students, phone messages and alerts are sent through Parent Square notification system, information about the program is included in newsletters, on the website, and in school offered presentations (Back to School Night, etc). We strive to encourage participation of highest needs students, including foster youth, students experiencing homelessness, English language learners, students farthest from academic proficiency, and students with disabilities. Students with disabilities who are enrolled in our program are provided individualized care consistent with IEPs, 504s, or other school-day support strategies in use. SMBSD Special Education staff ensure that program staff are fully trained in making accommodations for students' physical and behavioral needs.

7-Quality Staff

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

SMBSD and our community partners participate in a robust process for hiring ELOP program members. Classified and certificated employees currently working in our schools are encouraged and have the opportunity to apply to work at the school sites during this OST whenever possible. We encourage our community partners to look for applicants with experience working with school-age children who will build a love of learning while providing a safe environment for children to explore and grow.

All employees complete District required background and fingerprint checks and, at a minimum, meet testing requirements for SMBSD Instructional Assistants. Program staff receive frequent visits from District staff, and community partners complete Cycles of Inquiry for Program Improvement.

We offer professional learning for both certificated and classified staff in many topics, in order to effectively address students' learning needs, including training in facilitating quality and engaging extended learning opportunities. Professional learning opportunities include workshops, peer collaboration, onsite coaching, and administrative check ins, as well as professional development workshops. Topics may include: accelerated learning strategies, assessments, attendance, community resources, English learner supports, food services, health and safety protocols, health services, logistics, progress monitoring, social and emotional learning, student engagement, tier 1 instruction, transportation, and trauma informed practices. The focus of all professional learning is to equip staff with the knowledge, skills, and attitudes needed to build positive relationships with each other, students, and parents. All professional learning sessions provide opportunities for evaluation and feedback where participants can indicate additional topics of interest.

8-Clear Vision, Mission, and Purpose

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

The vision of SMBSD's ELOP is to provide a safe, enriching, supportive environment for students after school each day and on non-school days. The mission is to provide high quality programming for ALL students who are interested and wish to attend/participate. Our purpose is to provide enriching activities which support Santa Maria Bonita School District's Vision of Student Success: We are committed to preparing successful citizens who are college and career ready. The program functions to serve the needs of parents and students for high quality activities which are safe, accessible, and impactful. SMBSD ELOP is committed to this vision, mission, and purpose through engaging, meaningful programs with local staff who care about the community and our students. These offerings may include: small group and one on one tutoring, academies - for example STEAM academies, Saturday schools, summer school learning opportunities, access to online supplemental learning programs, and ASES programs and will include extending our services through the summer and vacation times, and extending services past the regular school day. Additionally, the ELOP is aligned to the SMBSD LCAP goals which assess programs for Support of student learning; Building systems for quality leaders and educators; Preparing students college and careers; Supporting English learner academic proficiency; Creating safe, healthy, and positive learning environments; Parent education, engagement, and outreach; and Diversity, equity, and inclusion.

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.

The ELOP is a collaborative partnership with three main agencies: Santa Maria Valley YMCA, Boys & Girls Clubs of Mid Central Coast, and People's Self Help Housing. Together, our goal is to provide program experiences available and attractive to all students. Program components are customized to the educational goals and needs of our students and families. We regularly check in with administrators, teachers, staff, students, and families to discuss issues including shared spaces, special student needs, and parent feedback. The Program administrator is a District level Director and attends Board meetings and other collaborations to stay up-to-date with key initiatives and District priorities. Additionally, the District provides a Teacher On Special Assignment and a Program Specialist to support ELOP offerings. All community partners Program Specialists have district emails and access to the student information system (AERIES). Program staff are given school site walkie-talkie systems to communicate with administrators, custodial staff, and each other. They have triennial one-on-ones with a site administrator and provided frequent check ins for the program.

10–Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

SMBSD conducts quality assessments and spearheads research around the student outcome trends affected by ELOP offerings. We survey parents, students and staff to provide feedback on curriculum, activities, personnel, and overall satisfaction with the program. We use survey results and data results to drive decision making related to our program structure, offerings, and staffing. Each trimester SMBSD ELOP staff meet with site administrators and site community partner leadership to discuss suggestions and feedback. Community partner leaders meet with ELOP staff weekly for collaboration and alignment across sites.

ELOP uses the Quality Standards for Expanded Learning in California to maximize the impact of programs and promote continuous improvement. We strive to continuously improve program design, outcomes, and impact. The success of the ELOP will be measured using metrics of attendance, engagement, academics, SEL skills, and satisfaction surveys.

11–Program Management

Describe the plan for program management.

Our ELOP includes a District Program Specialist and District TOSA. These key personnel work together on a weekly basis to discuss schedules, programs, activities, and feedback/suggestions. They provide technical support, ensure quality control, oversee schedules and plans, and act as administrators when needed. This oversight will provide ongoing accountability to ensure a quality program that meets all compliance requirements for the program. Community partners each have their own organizational structure, depending on their size and available resources. Generally, each partner provides a Program Specialist and one Site Lead for each site, as well as the appropriate number of qualified staff. Community partners staff coordinate program activities and perform all record keeping duties (attendance, timecards for staff, etc) as needed. They manage program staff and day-to-day operations.

The Director is responsible for negotiating, drafting, and approving the MOU with partners. All contracts are approved by the Board.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

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

ELOP funding will be used in conjunction with ASES funding for our junior highs. One comprehensive and universal Expanded Learning Program will be accomplished by assigning oversight of both funding streams to one SMBSD Program Specialist and one SMBSD Budget Control Technician. All activities and plans will be approved through a single source Director of Teaching and Learning Supplemental Programs to ensure consistency and compliance.

While offerings will include Site offered academic support classes (including tutoring), Site offered enrichment, Community Partner on- and off-site programs, and District OST programs (Saturday School, Summer School, etc) having the 3 key personnel listed above providing support and oversight for all programs to all program providers will ensure that we are offering a single program that meets the most stringent requirements of the funding sources.

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?

All service providers and community partners are aware of the TK/K 10:1 required ratio required by ELOP guidelines. Contractual agreements are made with community partners to increase funding to allow for more hires to address the need for lower ratios in these classrooms. Staff working with these students are chosen not only for their knowledge of child development and developmentally appropriate practices, but most importantly for their love and commitment to early education. The environment and instructional approach for these youngest students are based on best practices and research proven strategies. Curriculum offers both teacher-led group activities and self-directed exploration of literacy, numeracy, science, VAPA, nature, social emotional awareness, motor skills, and more. As needs (training, programs, manipulatives, etc) are identified, ELOP will support those purchases.

Additionally, ELOP funds supported the expansion of some kinder programs to a full day of instruction, as well as to support the expansion of the District's TK programs across all elementary sites. These enhancements are part of the District's design to offer a 9 hour learning day, starting the year before kindergarten. Examples of items purchased include resting cots for full day programs, additional manipulatives to support hands on learning, and dramatic play centers and resources to ensure developmentally appropriate practices.

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.

ELOP will provide nine hours of programming each day. If the child is in a half day program, ELOP will offer before school care and extended care once the regular school day is over.

SAMPLE

For Full Day Kindergarten sites:

7:30 Campus opens/supervision begins/breakfast available

7:50 Instruction begins

2:25 Instruction ends / ELOP EXLP begins

6:00 Program ends

SAMPLE

For half day TK/Kindergarten sites:

7:00 Off Site partner "Wrap Around" services begin

7:30 Campus opens/supervision begins/breakfast available

7:50 Instruction begins

11:10 Lunch

11:30 Wrap Around services continue

6:00 Program ends

SAMPLE

Out of School Time (Summer School, Saturday School, etc):

7:30 Campus opens/supervision begins/breakfast available

8:00 Academic Instruction begins

1:00 Academic Instruction ends / ELOP EXLP begins

5:30 Program ends

Schedules will vary from site to site depending on the times and structures of the regular school day. All students will receive breakfast, lunch, and support.

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 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.