

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Santa Maria-Bonita School District

CULTIVATING BRIGHT FUTURES

Developed by Teaching & Learning Supplemental
in Collaboration with Teaching and Learning Core, In-Community
Services, and Educational Partners

Governing Board Approval Date: May 27, 2026

Review/Revision Date:

Review/Revision Date:

Local Educational Agency (LEA) Name: Santa Maria-Bonita School District

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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**
4. **Think Together**

SMBSD Expanded Learning Opportunities Program Plan May 2026

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

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

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, socialemotional, 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. (See [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. (See [EC Section 46120(g)(1)].)

At SMBSD, Expanded Learning is currently funded through 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.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on program goals, program content, and outcome measures. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

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.

Revisions/Changes

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 on site, 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.

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 on school sites as well as off campus at community partner sites. Off-site programs are provided by community organizations located near school campuses and within neighborhood communities. Students arrive at these locations by walking over with a leader, or the leader meets students at the bus stop that are dropped off at the off-site location.

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. Site leaders follow the chain of command to report incidents to district personnel and communicate with parents during pick-up using a Parent Notification Form (PNF). 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. All ASP staff members can access student health records through Aeries, as well as a confidential binder with necessary student information. 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.

Site program leaders will participate in intensive professional development at the start of the year, possibly attend a two-day conference designed for after-school programs, and engage in monthly site lead meetings.

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 support the whole child by fostering students' Social and Emotional Learning (SEL). Maintaining appropriate student-to-staff ratios ensures that students have meaningful access to support and opportunities to build positive relationships with staff and peers. One of the desired outcomes of the program is to provide a nurturing and supportive environment where students feel safe, connected, and

engaged.

Staff implement district-approved SEL curriculum and activities to provide high-quality social-emotional learning opportunities for students on a daily basis, while consistently reinforcing positive coping strategies and relationship-building skills throughout the program. Program staff identify students who may require additional emotional or health support and collaborate with school staff and families to address student needs or make referrals to appropriate services when necessary. If additional support is needed, students may be referred to district support staff or site administration to coordinate services. Risk assessments are available through trained team members when needed.

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 have been designed and/or selected so that they are interactive and engaging for our students and are either on the SMBSD Approved Supplemental Program list or are approved by the Director or designee. 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, and free internet access..

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 through SORA to the program libraries. ELOP 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. 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.

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

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.

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. The district ASP Sports Lead TOSA provides training and ongoing support to program and community partner staff to ensure the implementation of safe, structured, and engaging activities that promote positive student interaction and social-emotional development. A variety of co-ed sports are offered during OST, including

flag football, cheer, soccer, volleyball, and track. These programs provide students with valuable opportunities for physical activity and engagement.

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 district-approved supplemental curriculum and integrated supports that promote self-management, self-awareness, responsible decision-making, relationship skills, and social awareness.

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 available for shorter offerings. All snacks and meals are consistent with Federal Smart Snacks Guidelines and California Education Code requirements. All food and beverages are delivered/stored at appropriate temperatures to ensure food safety. ELOP programs also partner with local growers and community Food Banks to offer Kids Farmers Markets and Teens Love to Cooking 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.

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 pathways. 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

Staff Engagement

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, class management, 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.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

The minimum qualifications for an instructional aide in our Local Educational Agency (LEA) that include: Any combination equivalent to: Graduation from High School supplemented by coursework or training in child growth and development and instructional technology in

reading skill development and one year of paid or volunteer experience as an instructional aide. Employees must pass all 4 IA tests administered through CODESP which include: English, writing, math, and ability to assist.

Health and Safety Screening Process:

All instructional aides must undergo a safety screening before beginning employment. This includes obtaining a Criminal Record Clearance through fingerprinting and background checks conducted by the Department of Justice. Additionally, candidates must provide proof of a negative TB test before their first day of work to ensure the safety of students and staff.

Our after-school program is committed to maintaining the required staffing ratios to ensure a safe, structured, and engaging environment for students. We adhere to predetermined staff-to-student ratios, maintaining a 1:10 ratio for younger children (grades TK-K) and a 1:20 ratio for older students (grades 1-8)

To address absences and unexpected staffing shortages, we have a robust backup and contingency plan. A pool of on-call substitutes is maintained to cover emergencies, while regular cross-training enables staff to take on multiple roles as needed. Additionally, floating staff members are scheduled during critical hours to provide flexibility and rapid response to any staffing gaps.

Our program also prioritizes real-time monitoring and compliance with staffing requirements. Student and staff attendance are tracked daily, and an automated alert system notifies program coordinators if staffing falls below the required minimum, prompting immediate action. By implementing these strategies, our program ensures that staffing ratios are consistently met, creating a safe and enriching experience for all students.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close programs to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

Our staff training and development plan is designed to equip after-school program staff with the knowledge, skills, and resources necessary to effectively engage and enrich students.

At the beginning of the year, all after-school staff participate in a comprehensive three-day training covering essential topics such as classroom management, student engagement, English learner support, social-emotional learning, and curriculum implementation. This foundational training ensures staff are prepared to create a positive and supportive learning environment from day one.

Ongoing professional development opportunities are provided throughout the year, including training sessions on non-school days and teacher workdays to reinforce and

expand staff competencies. Additionally, Site Leads receive specialized monthly training, which they then share with their site teams to ensure consistent program quality and alignment across all locations.

Staff also have the opportunity to attend after school and expanded learning conferences where they gain insights into best practices, innovative strategies, and emerging trends in expanded learning programs. The program may close for up to three days annually to allow staff participation in professional development conferences, with dates determined through mutual agreement between the district and program providers. This ongoing commitment to staff training and professional growth ensures that team members are well-equipped to support students academically, socially, and emotionally through high-quality expanded learning opportunities.

While credentialed teachers may already be skilled, we offer ongoing training in instructional strategies, social-emotional learning, and program guidelines through workshops, online platforms, and hands-on coaching. Summer school staff are provided a full day training, with time for planning.

8–Clear Vision, Mission, and Purpose

Explain 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 ensure every student flourishes by discovering their passion and purpose, exercising self-determination, and developing the skills to reach their maximum potential through a student-centered culture distinguished by a whole child approach, an inclusive environment, and highly effective staff. 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, ASP programs, and will include extending our services through the summer and vacation times, and extending services past the regular school day. Additionally, 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

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Students and families play an active role in the development and ongoing evaluation of the program plan. Students are interviewed to gather their insights and experiences, ensuring their voices are considered in decision-making. Additionally, surveys are conducted at least three times a year for both staff, parents, and students to assess the program's effectiveness and identify areas for improvement. Parents also contribute to the program through their participation in the Parent Advisory Council (PAC) meetings, which are held three times per year. These collaborative efforts help create a responsive and inclusive program that meets the needs of the entire school community.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

ELOP is a collaborative effort involving key Community-Based Organizations (CBOs) and other non-LEA partners, including Santa Maria Valley YMCA, Boys & Girls Clubs of Mid Central Coast, People's Self Help Housing, and Think Together. These partnerships are essential in designing and implementing a program that aligns with the educational goals and diverse needs of our students and families. Through ongoing engagement, the District collaborates with these organizations to ensure that ELOP offerings complement other initiatives such as Community Schools and Multi-Tiered Systems of Support (MTSS). To facilitate coordination, regular meetings are held with administrators, teachers, staff, students, and families to address shared space usage, special student needs, and parent feedback. The program is overseen by a District-level Director who actively participates in Board meetings and cross-agency collaborations to align ELOP with District priorities. Additionally, the District provides two Teachers On Special Assignment and Program Specialist support for program implementation. Community partners play an integral role in administration and service delivery, with Community Program Managers receiving district emails and access to the student information system (AERIES) for streamlined communication. To enhance operational efficiency, program staff are equipped with school site walkie-talkies to facilitate direct communication with administrators, custodial staff, and colleagues. Triannual one-on-one meetings with site administrators, along with frequent check-ins, ensure continuous

program improvement and responsiveness to student and family needs.

10–Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

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

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

[ASP Policies and Procedures Handbook](#)

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program. How does this budget reflect the needs of students and families within the community?

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Program Element:	Expense Type:	Projected Expenses
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Safe and Supportive Environment	Staff	\$3,400,000
	Supplies and Materials	2,500,000
	Contracts	20,000,000
Subtotal		25,900,000
Active and Engaged Learning	Staff	0
	Supplies and Materials	0
	Contracts	1,672,491
Subtotal		1,672,491
Skill Building	Staff	0
	Supplies and Materials	0
	Contracts	0
Subtotal		0
Youth Voice and Leadership	Staff	0
	Supplies and Materials	0
	Contracts	0
Subtotal		0
Healthy Choices and Behaviors	Staff	0
	Supplies and Materials	50,000
	Contracts	0
Subtotal		50,000
Diversity, Access, and Equity	Staff	500,000
	Supplies and Materials	0
	Contracts	2,000,000
Subtotal		2,500,000
Quality Staff	Staff	500,000
	Supplies and Materials	100,000
	Contracts	1,000
Subtotal		601,000
Clear Vision, Mission, and Purpose	Staff	0

	Supplies and Materials	0
	Contracts	0
Subtotal		0
Collaborative Partnerships	Staff	0
	Supplies and Materials	100,000
	Contracts	0
Subtotal		100,000
Continuous Quality Improvement	Staff	0
	Supplies and Materials	0
	Contracts	0
Subtotal		0
Program Management	Staff	2,000,000
	Supplies and Materials	15,000
	Contracts	0
Subtotal		2,000,000
TOTAL		32,838,491

Our budget is aligned with our ELOP priorities and reflects an investment in our community and partners. We have prioritized providing a safe and supportive environment, active and engaged learning, and skill building while focusing on SMBSD's four strategic goals: 1) engaging families and community to fulfill our mission, 2) recruit, support, and retain high quality people, 3) provide structures and facilities to support inclusive learning experiences, and 4) nurture the whole child.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Our ELOP includes a District Administrator and District TOSAs. 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 Manager and 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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? No

Do you have a 21st CCLC Grant? No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

ELOP funding will be used to support elementary & junior high expanded learning programs. One comprehensive and universal Expanded Learning Opportunities Program will be accomplished by assigning oversight of the funding stream to one SMBSD Program Specialist and one SMBSD Budget Control Technician. All activities and plans will be approved through the Director of Teaching and Learning Supplemental Programs to ensure consistency and compliance.

Program offerings will include site-offered academic support classes (including tutoring), site-offered enrichment opportunities, community partner on- and off-site programs, and District OST programs such as Saturday School and Summer School. Oversight and support provided by the key personnel listed above will ensure a cohesive program that consistently meets all ELOP requirements and expectations.

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?

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. Staff for ASP are recruited through our community partners and undergo testing. Throughout the year, community partners provide training, and as needs such as training, programs, or manipulatives are identified, ELOP will support the necessary purchases.

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?

SMBSD is committed to ensuring that the ELOP is accessible to all pupils and families through culturally and linguistically appropriate communication channels. To meet the diverse needs of our community, we strive to hire multilingual program staff and provide translated program materials in Spanish and Mixteco.

Families receive information about ELOP through multiple communication methods, including flyers sent home with students, phone messages and alerts via the Parent Square notification system, newsletters, the school website, and in-person school presentations. These various communication channels ensure that all families, regardless of language barriers, are well-informed about the program and enrollment process. To streamline enrollment, we use a Google Form, which is distributed through a QR code for easy access. Families can scan the code to complete and submit their application. Additionally, office staff located at each site and in the district office are available to assist families in completing the enrollment process as needed. Families type their signature at the end of the online enrollment form and those signed enrollment forms are securely stored for record-keeping and program compliance.

Transportation is provided based on availability & need, including schools in distant/rural settings and late in the day Jr. High activities. This ensures equitable access to the program for those who may face transportation barriers. Through these efforts, we aim to create an inclusive and supportive ELOP that effectively serves the needs of our students and their families.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or

enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Los Flores Ranch- Outdoor Nature Experience

Educational significance: Meets NGSS Gr. 4 (4LS1) learning about natural systems and interactions between plants and animals. In this experience, students will learn about the flow of energy through an ecosystem, life and death with decomposers and microorganisms and the human world. Students will identify native plants and animals and how they all play a role in a healthy ecosystem.

Dates: June 17, 18, 24, 25, 26, 29, 30 & July 1, 2026

Duration: Each trip is 3 hours

Grade: 4

Transportation: First Student Transportation (bus service)

Allan Hancock College- Dance performance

Educational Significance: This experience meets the standard in art, specifically identifying where choreographers source their inspiration and transform their ideas into movement. This experience allows for students to learn the meaning of the choreography while deepening their understanding of themselves and the events around them. They will experience dance literacy by observing the movement related to the dancers performing and have the opportunity to ask questions of the dancers at the end of the performance.

Date: June 23 & 24, 2026

Duration: 1 hour

Grade: 2

Transportation: First Student Transportation (bus service)

Santa Maria Valley Discovery Museum - STEAM & Hands-on Learning

Educational significance: The museum’s interactive exhibits and program-based “please touch” atmosphere create an engaging environment for self-discovery. The students explore themselves, their valley, the world, and beyond. The museum’s hands-on exhibits and interactive programs encourage kids to discover and learn on their own. By letting them explore, we spark curiosity and help them learn in a fun, meaningful way. This hands-on approach supports the best in self-discovery, fostering a love for learning that will last a lifetime.

Dates: June 22, 2026

Grade: Kindergarten

Transportation: First Student Transportation (bus service)

Career Technical Educational Center & Agricultural Farm Experience

Educational significance: Students will tour CTE and meet staff to learn about the exciting pathways they will experience should they choose CTE for high school. The pathways include residential and commercial construction, culinary program, diesel systems diagnostics and service, machining - manufacturing and forming, and management of large scale agricultural farming. This interactive tour will help inspire students to discover vocational pathways for their future.

Date: June 17 & 18, 2026

Grade: 6

Transportation: First Student Transportation (bus service)

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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

N/A We do not charge fees for any of our OST offerings.

Sample Program Schedule - Regular School Day

*Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.***

ELOP will provide nine hours of programming each day for all grades TK - 8.

SAMPLE ASES Schedule 7-8 Grades

8:42 Campus opens
8:45 Supervision Begins
3:45 Instruction Ends / ASES Begins
3:45 Attendance and Supper
4:00 Literacy Support
4:45 Enrichment
5:30 Physical Activity
6:30 Program ends

SAMPLE Elementary Schedule to include ELOP After School Program

7:30 Campus opens/supervision begins/breakfast available
7:50 Instruction begins
2:25 Instruction ends / ELOP ASP begins /EXLP Begins
2:25 Attendance and nutrition break
2:45 Literacy Support
3:15 Enrichment or Physical Activity
4:00 Supper
4:40 Enrichment or physical activity
5:25 Choose your own adventure
6:00 Program ends

SAMPLE ELOP TK - 8th grade Summer School Schedule

7:00 Campus opens and breakfast is served
8:00 - 1:00 Academic Instruction
1:00 - 4:00 Enrichment Instruction

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 supper (when attending 1.5 or more hours of ELOP).

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies 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 school sites, 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.

Regular Schooldays and Hours 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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

(A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites EC Section 46120(b)(3):

Local educational agencies 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 opportunity programs across their attendance area.

Grades Served EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners EC Section 46120(b)(6):

Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals EC Section 8482.3(d)(1-2):

(A) [Local educational agencies] 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.

(B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio EC sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components 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.

Third Party Notifications EC Section 8483.4(b–d):

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision ©.

(B) For purposes of this section, an “event” includes any of the following:

- (1) Death of a child from any cause.
- (2) Any injury to a child that requires medical treatment.
- (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
- (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
- (5) Epidemic outbreaks.
- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency. When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.