

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

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**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.**

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

|   |                                 |
|---|---------------------------------|
| Name of Local Educational Agency or Equivalent: | Benicia Unified School District |
| Contact Name:                                   | Leslie Beatson, Ed.D.           |
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| Contact Phone:                                  |                                 |

**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. Robert Semple Elementary
2. Mary Farmar Elementary
3. Matthew Turner Elementary
4. Joe Henderson Elementary

### 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>.

## 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.

Each of Benicia Unified School District's elementary school will offer an expanded learning program called, "BUSD After Hours." The program will be an expansion of our current Child Care Development Unit after school program. The program will start directly at the end of the school day, therefore there will be no transportation needs for student to access getting to the program. All program staff, including community partner organizations that will be offering interest-based classes, will be trained in strategies to promote healthy wellbeing. There will be interest based-classes, focused tutoring and schoolwork support, and a time for social interaction through both structured and free play.

## 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.

One component of the BUSD After Hours program will be focused homework support and tutoring. The program will concentrate on math tutoring as BUSD does not have an elementary math intervention program during the school day. The staff will be trained in using Imagine Learning, a supplemental program, that targets specific skills needed by individual students.

## 3—Skill Building

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

All participants in the BUSD After Hours program will experience skill building in three areas: socialization, problem solving and wellness through structured and free play; collaboration, problem solving and decision making through the interest-based classes; and academic skill through the high dose tutoring that will be tailored to each individual student.

## 4—Youth Voice and Leadership

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

During the BUSD After Hours program, students will participate in daily interest-based classes that focus on drama, Lego engineering, coding and art. During all of these interest-based classes, students will have opportunities to make decisions, express themselves creatively, problem solve and work both individually and collaboratively.

## 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.

One aspect of the BUSD After Hours program is outdoor physical experiences. These will be both structured and free choice opportunities to get exercise, make decisions, engage in social play and movement. In addition, BUSD After Hours will contract with our District Food Services program to provide healthy snacks each day.

## 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 BUSD After Hours program has enrolled all students who qualify in the unduplicated student groups for the 2021-22 school year and summer, this includes students who may be in special education. As needed the BUSD After Hours staff will consult with the student services/special education department to understand the goals and needs of specific students. Qualifying students who are also in special education will have access to and inclusion in all aspects of the BUSD After Hours program.

## 7—Quality Staff

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

BUSD After Hours will create opportunities for students to engage with our Child Development Unit (CDU) staff to receive extra support on school work and high dose tutoring in mathematics. These staff will be trained by our Education Services department. In addition, BUSD is contracting with local organizations that include engineers, computer programmers, and teaching artists in both visual and performing arts.

## 8—Clear Vision, Mission, and Purpose

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

BUSD After Hours mission, vision and purpose is to provide engaging hands-on experiences that are grounded in interest-based classes, high-dose tutoring and wellness through supporting the academic, social-emotional and physical wellbeing of each student. The program will provide opportunities for collaboration between District staff and community organizations.

## 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.

BUSD is honored to collaborate with both internal and external partners. Because BUSD already hosts a robust after-school childcare program, the After Hours ELO-P will be an extension of the current Child Development Unit (CDU). The staff in the CDU will be instrumental in the success of this expansion. In addition, BUSD is contracting with four community partner organizations to provide interest-based classes: Brickspace (Lego Engineering,) Flying Monkey Theatre (Drama,) codeBee (Coding,) and Arts Benicia (Art.) We are fortunate to have such incredible community organizations to offer such robust programming for our students. All of these community partners have worked in BUSD through other opportunities such as the weekly elementary STEAM Wheel, 2020-21 BUSD After Hours-Virtual, and through offering their own after-school programs both on BUSD campuses and at other locations around town.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

BUSD After Hours will use feedback surveys throughout the program to monitor satisfaction and impact. In addition, students' academic progress will be monitored using the Imagine Learning program and the NWEA-MAP Districtwide assessment.

## 11—Program Management

Describe the plan for program management.

The BUSD After Hours program will be an expansion of our current Child Development Unit (CDU.) Management of the program will be done collaboratively between the CDU Director and the Assistant Superintendent of Education Services. There is discussion about hiring a BUSD After Hours Supervisor position, but we are waiting until after the program is launched to make that decision.

## 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.

BUSD does not receive ASES or 21st CCLC funding.

### 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?

BUSD will have Transitional Kindergarten and Kindergarten students in the same group rotations. This will allow BUSD staff, in conjunction with our community partner organizations to maintain the 10:1 student to staff ratio. Additional staff will be hired should there be a need due to increased participation. The curriculum and program will address the individual needs of this age group of students through modified activities (such as art and drama) and the high dose tutoring will be tailored to each individual student's skill need.

### 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.

#### Sample Day:

8:00-2:30-Student School Day

2:30-5:30-BUSD After Hours Program at each elementary site.

Transitional Kindergarten and Kindergarten finish school each day at 1:00. They will have free play/snack through the Child Development Unit (CDU) until the BUSD After Hours programming begins.

#### Sample BUSD After Hours Program structure:

2:30-3:00 -Students will be in age range groups and participate in three rotations

Group 1-Interest-based class (i.e. drama)

Group 2-High dose tutoring

Group 3-Structured or free play for movement and wellness/snack

3:30-4:30-Student groups will rotate

Group-1 High dose tutoring

Group 2--Structured or free play for movement and wellness/snack

### Group 3--Interest-based class (i.e. drama)

4:30-5:30 Student groups will rotate:

Group 1- Structured or free play for movement and wellness/snack

Group 2-Interest-based class (i.e. drama)

Group 3-High dose tutoring

Each day the interest-based offering will rotate between drama, Lego engineering, coding and art. This will occur Monday-Thursdays on school days. The Friday schedule will change to a theme-based offering. The BUSD After Hours Program will run from 12:00-5:00 on Fridays as this is an early release day in BUSD. A sample schedule for Fridays follows:

12:00-1:00 Group 2--Structured or free play for movement and wellness/snack

1:00-2:30 Theme-based activity (i.e. cooking)

2:30-3:30-Academic choice time (i.e. read aloud, silent reading, writing center, Imagine Learning)

3:30-5:00 -Structured or free play for movement

BUSD After Hours will offer a 9-hour camp-like experience on non-school day. A sample schedule follows:

8:00-5:00 daily

8:00-9:00-Welcome, breakfast, quiet activity

9:00-12:00 Rotations with interest-based classes (see sample schedule above)

12:00-1:00- Lunch/Free Play

1:00-5:00-Field Trip (i.e swimming/hiking) or Theme-based Activities that may include art, cooking, building, drama, etc. (i.e. Rainforest Week)



**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.

**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.