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.

Expanded Learning Opportunities
Program Plan Guide

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

Local Educational Agency (LEA) Name: Vallecitos School District

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

1. Vallecitos Elementary School
2.
3.
4.
5.
6.
7.
8.

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

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

Instructions

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

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

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

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

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1—Safe and Supportive Environment

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

In partnership with the Boys and Girls Club, the Vallecitos School ELOP program is operated mostly on campus, with a several intersession days offering field trips and off-site visits to the Boys and Girls Club. Students are transported off site by a SPAB certified bus driver.

All Boys and Girls Club staff are provided with extensive training in safety and prevention. Training includes First Aid/CPR (general first aid and First Aid/CPR certification), School Safety, Classroom Management, and Social Emotional Learning (SEL). School Safety Training includes Earthquake, Shelter in Place, Lock Down, Accidents/Medical Emergencies, Intruder on Campus, Evacuation, Severe Weather, Fire, and provide important emergency contact information for local law enforcement, Fire Fighters, Paramedics, and Child Protective Services.

Additionally, all Boys and Girls Club staff have been trained on the Vallecitos Emergency Response Plan and keep in close contact with Vallecitos staff site

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.

The Boys and Girls Club Site and Education Coordinators collaborate with the school administration and teachers to design their programs to support daytime academics. Homework time is a continuation of the regular classroom routine which includes completing work that was started during the day, or given as homework, as well as providing a time for reading. The Education Coordinator works 1:1 or in small groups with students identified by the school for extra academic intervention.

Enrichment time gives students opportunities to extend their learning beyond Language Arts and Math including time to study and explore Science, Nutrition, Art, Gardening, STEAM, and a variety of other student interests. Enrichment is offered through community partnerships and the Boys and Girls Club staff. The Boys and Girls Club ELOP program provides a safe place for students to learn and grow while they get assistance with their homework and experience new and innovative opportunities.

3—Skill Building

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

Students in Boys and Girls Club ELOP Program receive supplemental instruction in one or more of the core academic subjects (reading/language arts, mathematics, history and social studies, or science). Each lesson is designed to reinforce previously introduced skills. Students who need additional academic assistance are identified by school day teachers and are encouraged to enroll in the program. Boys and Girls Club Education Coordinator and staff will communicate and collaborate with students' teachers, so that academic support is provided seamlessly throughout the day.

The lesson plan for each day includes a learning goal, as well as California State Standards that are being addressed. The lesson is broken down into stages of preparation, instruction, activity, and reflection, guiding students through a supportive learning path.

(1) All homework comes directly from the regular school day programs

4—Youth Voice and Leadership

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

The fundamental philosophy of the program design is to serve the needs and interests of students by creating courses, events, and activity schedules around their requests. Innovation and student choice are essential to the program design. This is based on the premise that when students are encouraged to make their own choices, they are empowered to become active learners with the confidence to forge their own educational trajectories. This in turn boosts their engagement in the regular day classroom, yielding significant growth for students and schools.
In addition to informal assessments, the Boys and Girls Club ELOP program also collects quantitative data. Students are surveyed annually during the Spring to assess program-wide trends in needs and interests. This information is incorporated into site action plans by program staff, so that a broad representation of student voices is heard.

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.

The Boys and Girls program aims to educate and nurture the whole child, including physical and nutritional development. Students enrolled in the Boys and Girls Club ELOP program receive a healthy and nutritious snack that adheres to snack guidelines as established by the California Department of Education. Students will also receive a minimum of 30 minutes of daily exercise through recreation and combined physical activity.

Sports and recreational programming are provided with the same rigor as academic and educational enrichment. Staff design a lesson plan that builds students' aptitude. Endurance, flexibility, and dexterity are developed through drills, sports clinics, and practice matches. In addition to physical skills, the curriculum also accounts for social-emotional learning that is age appropriate. Many of these activities involve teamwork and collaboration, learning how to effectively communicate, and enhance perseverance, as well as good sportsmanship.

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 Boys and Girls Club ELOP programs encourages students to have ownership over activities and themes in the program. Learning is meaningful when learning is relevant to their own interests, experiences, and the real world in which they live. The Boys and Girls Club ELOP program is an equal opportunity program. The program is open to such inclusion, if the student is selected for enrollment based on the criteria set forth for all families, follows established program rules, and the family abides by all program policies. The program provides reasonable accommodation for students with disabilities.

To provide the best environment possible for all students, program staff meets with the school counselor and administration to identify proper accommodations that best meet the students' needs. If resources beyond the program's scope are needed, such as a one-on-one aide, staff may provide referrals. Bilingual staff are available to support our English language learners. Students requiring additional support will be paired with another student that can provide additional support

7—Quality Staff

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

All program staff are required to be enrolled in any educational program or possess a high school diploma. Staff will also need to complete a TB Test, drug test, and Live Scan fingerprinting clearance prior to the start of work. Applicants will be scheduled for an interview if they meet the minimum qualifications as stated above. Applicants will be offered a position if they demonstrate the ability to oversee and support elementary/middle school students, to work collaboratively with all levels of staff, demonstrate a strong, clear written and verbal communication skills, and ability to solve problems, make decisions, and resolve conflicts.

Upon hire, staff attend on boarding training on the following topics during orientation:
• CPR/First Aid
• Mandated Reporting
• Student Safety
• Emergency Procedures

8—Clear Vision, Mission, and Purpose

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

The district program plan is made available to all educational partners and will be posted on the Vallecitos Boys and Girls Club website. The Boys and Girls Club mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

Our mission and values align with the school's mission:
• Develop clear and focused learning goals based on high expectations of every student and staff member.
• Monitor student learning frequently to guide instruction and improve student learning.
• Provide a safe and orderly environment and a collaborative school-wide culture.
• Build positive and productive parental relationships.
• Encourage all students to become productive citizens.

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.

Site and district administrators, teachers, support personnel, Boys and Girls Club ELOP staff, and parents provide feedback on the school and community needs on an on-going basis. Families are involved in the program content by completing a survey every year that allows them to provide feedback on what opportunities they would like for their students to receive. Collaborative partnerships that support the program are as follows:
School Administration – Provide leadership and training to site coordinators and staff to connect the instructional day with after school, including site-specific needs and vision.
Community Partners – The District and Boys and Girls Club partners with the following organizations to enhance enrichment program offerings. Our community partners include Cal-Fresh, the Fallbrook Regional Health District, the San Diego County Sheriff's Department, and the Rotary Club of Fallbrook.
SDCOE – Provide professional development and FPM support. They offer monthly district meetings to help all ELOP programs collaborate in implementing best

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Student success will be measured by various data metrics, including but not limited to attendance in the school day and Boys and Girls Club ELOP program, standardized test scores, and behavioral reports. The district will maintain participation records to assess the popularity and level of access for the program and the impact it has on overall academic success for students. Behavioral and social-emotional outcomes will be assessed using student surveys and through tracking of disciplinary incidents reports.

Surveys will be conducted annually and analyzed to determine strengths and areas of improvement within programming. Services are evaluated using the Quality Standards for Expanded Learning Programs defined by the California After School Network and the California Department of Education. Feedback and evaluation data will be used to create an action plan, addressing the site's progress and updated strategy in addressing identified needs.

11—Program Management

Describe the plan for program management.

Staff Responsibilities:
Vice President of Operations- Overall supervision of Area Directors. Oversee Federal Program Monitoring (FPM) compliance, evaluations, assessments, and quality assurance. Train and evaluate Site Coordinators. Manage inventory from main storage area and budgets.
Area Directors- Multiple site supervision. Liaison between school administration and the Boys and Club. Oversee deliverables including calendars, newsletters, and evaluations. Coordinate staff training. Recruit, hire, and oversee evaluations of all site staff.
Site Coordinator (SC)- Accountability for all enrollees, recruiting new participants, organizing all related forms and paperwork, supervision of the Education Coordinator and Youth Development Professionals. Community relations through attendance at school board, PTO, and Teacher's meetings as needed. Writing newsletters, monthly lesson calendars, Manages on-site inventory.
Education Coordinator (EC)- Primary responsibility for all educational outreach and

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.

Combining the After School Education and Safety (ASES) grant with the Expanded Learning Opportunities Program (ELO-P) into a single, comprehensive Expanded Learning Program is a strategic initiative for Vallecitos School District. By merging these funding streams, we aim to maximize resources and enhance the effectiveness of our programs.

To achieve this, the district will undertake several key steps:

Firstly, we will align the goals, objectives, and activities of both the ASES and ELO-P grants to ensure consistency and coherence in programming. This process involves reviewing existing program plans and identifying common elements that can be integrated seamlessly.

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?

To ensure high-quality transitional kindergarten or kindergarten programs, maintaining a pupil-to-staff ratio of no more than 10 to 1 is vital. Recruiting qualified staff is the first step, prioritizing individuals (when available) with early childhood education expertise and a deep understanding of child development. Comprehensive training sessions cover topics like age-appropriate teaching methods and effective communication with young children and families.

To maintain the lower pupil-to-staff ratio, staffing levels are carefully managed, with additional support provided when necessary. Classroom organization is optimized for small group activities and individualized attention, ensuring each child receives the necessary support for their development.

The curriculum is thoughtfully designed to align with the developmental needs and

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.

Vallecitos Elementary School Spring Break Schedule

6:30-8:30 AM: Check-in, Breakfast, Project and Music Time.
8:00-8:45 AM: Earth Science: "Dead or Asleep?" Plants in Winter
8:45-9:30 AM: Language Arts" Collaborative ABC Book- Winter Edition
9:30-10:00 AM: Snack/Playground
10:00-11:00 AM: Math: Stump Ms. Liz / Uno
11:00 AM-12:00 PM: Healthy Habits- Winter Fruit, Eating in Season
12:00-1:00 PM: Lunch/Playground
1:00-1:45 PM: Soundtrack Engineers- Keyboards, Gituars, Flutes
1:45-2:30 PM: One Touch / Wall Ball
2:30-3:15 PM: E-Sports / Robotics
3:15-4:00 PM: Check-out / Clean-up

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

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

> [LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;
>
> (2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

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

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

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

***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.

Vallecitos School District
Expanded Learning Opportunities Program (ELOP)
2024-2025 Annual Update

Purpose of This Update

Consistent with Education Code § 46120(b)(2) and the Continuous Quality Improvement requirements outlined in the 2023-2024 ELOP Program Plan, this addendum documents material changes for the 2024-2025 fiscal year while affirming that all programmatic components described in the current plan remain unchanged.

1. New Dedicated Portable Classroom for ELOP

To enhance capacity and provide a safe, purpose-built space for before, after, and intersession programming, Vallecitos School District will purchase and install an approximate 1920 sq. ft. modular classroom on the Vallecitos Elementary School campus. The structure will be reserved exclusively for Expanded Learning Opportunities Program use.

- **Funding Source:** ELOP entitlement funds
- **Timeline:** June - September 2025.
- **Total Estimated Cost: $500,000 (Amounts are Approximate)**

Fiscal Year	Projected Expenditure	Purpose
2024-2025	$250,000	Site prep and payment for modular building delivery.
2025-2026	$250,000	Utility hookups and closeout.
2026-2027	—	Funds shift back to program staffing & enrichment

2. Facilities & Safety Considerations

The modular unit will be equipped with fire, life, safety systems, ADA, compliant ramps, HVAC, and emergency backup power nodes. Its exclusive use for ELOP eliminates scheduling conflicts with core instructional programs and strengthens our capacity to maintain a safe and supportive environment, as referenced in the Safe and Supportive Environment section of the current plan.

3. Compliance and Plan Posting

This addendum will be presented for approval at the Governing Board’s May 2025 meeting and, upon approval, will be incorporated into the posted ELOP Program Plan until completion of the project.