

# Expanded Learning Opportunities Program Plan Guide

## SARATOGA UNION SCHOOL DISTRICT EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

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

**Local Educational Agency (LEA) Name:** Saratoga Union 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. Argonaut Elementary School
2. Foothill Elementary School
3. Redwood Middle School
4. Saratoga Elementary School

### 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

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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 a 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.

Saratoga Union School District provides an on-campus extended learning program for students that is designed to support their academic and social-emotional growth. Having the program located on campus allows students to seamlessly transition between the instructional school day and the extended learning program. Trained district staff oversee academic support activities, designed to provide students a safe and supportive environment to complete their homework, and provide hands-on enrichment activities in STEM and art. These activities are offered as a part of a well-rounded extended learning program, designed to support students' well-being and promote their social growth while learning alongside school-day peers.

*The initiatives and measures that are taken by the program to create safety procedures include a variety of activities and items such as:*

- Training sessions on Active Shooter and COVID Safety and Best Practice Protocol
- CPR and First Aid Certification for Site Supervisors
- A clearly defined student daily and emergency pick-up policy
- Radio for every staff for immediate communication
- Emergency Evacuation maps reviewed with staff and posted near exits
- Clearly defined emergency action plan for such events as fire, earthquake or dangerous activity in the vicinity of the school

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## 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.

Saratoga Union School District's extended day program provides a variety of enrichment activities designed to engage students in hands-on, experiential learning. Students begin each day with a social emotional check in, which allows staff members to determine how the student is feeling, in order to offer targeted additional support. This daily check in enables staff to build relationships with students. Students then move into supervised daily homework support, where staff are available to answer student's questions on class material. During homework time, students also have the option to participate in extension i-Ready activities and silent reading. From there, students engage in a variety of hands-on STEAM and arts activities, which allow them to practice collaboration, critical thinking, creativity, and communication. These activities ensure that the needs of the whole child are being met. Students also spend time each day engaging in structured and unstructured physical activity. District staff teach students various team building and cooperation games, lead them in physical fitness routines and sports, and supervise playground play. The extended learning program provides additional time for students to engage in academics and interact with peers in a supportive environment under the supervision of district staff.

## 3—Skill Building

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

Saratoga Union School District believes in stimulating intellectual curiosity and instilling leadership, responsibility, and global citizenship in all of our students. Our extended day program seeks to inspire students' curiosity by engaging their unique interests through long-term projects and daily activities. Staff, with student input, will plan and design projects for students to carry out. By participating in both collaborative projects and individual activities, students will build teamwork skills, perseverance, determination, and initiative. Student projects will be displayed for parents and the school community to view, ensuring that student skills and their growth are documented and showcased in a visual manner.

The program's educational literacy and enrichment activities contribute to the improvement of student academic achievement in a variety of ways. The extended day program offers homework time, where students are able to receive additional homework assistance from trained staff members. This allows students to improve their basic reading, writing, and math skills while also building their self-confidence in these subject areas.

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## 4—Youth Voice and Leadership

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

Youth voice is a key component of our extended day program. Students have multiple opportunities to share their viewpoints, requests, and interests in a variety of ways. At the beginning of the school year, staff facilitate a student discussion to establish program norms and expectations. These student developed agreements set the foundation for the program. Throughout the year, students provide feedback regarding the program activities and staff utilizes this feedback to plan activities that reflect student interests. Students also provide feedback on snacks, which impacts what snacks are purchased. Students also have opportunities to create, plan, promote, and lead clubs that reflect subjects they are passionate about.

Students also have leadership opportunities in the extended day program. Older youth have the opportunity to be Junior Activity leaders, who serve as student mentors to younger students and assist staff members with setting up and leading activities. Students participate in cross-grade level collaboration, which allows students the opportunity to share their knowledge and skills with other students by leading activities and helping peers with projects.

## 5—Healthy Choices and Behaviors

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

Saratoga Union School District's extended day program provides students daily opportunities to engage in healthy choices and behaviors. Students participate in physical activities, including yoga and mindfulness activities, structured games, and guided exercise. Movement breaks are incorporated throughout the program day, providing students the opportunity to stretch and move around during homework time and enrichment activities.

Social emotional learning activities are built in throughout the program day. These activities encourage students to reflect on their choices and behaviors and learn healthy techniques to cope with stress and other negative emotions. Students also participate in team building activities, where they learn the valuable skill of being a productive member of a team and how to effectively work together.

We work closely with our food services department and contracted food provider to source nutritious snacks for students. Snacks served during the program meet the requirement set forth in *EC* Section 8482.3(d).

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## 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.

Saratoga Union School District's extended day program promotes diversity and provides activities and opportunities to celebrate students' varying cultural and unique backgrounds. Extended day staff will plan lessons and activities that promote cultural awareness and acceptance.

Professional development sessions will ensure that there is a focus on equity, access, and the diverse needs of all students. Site Supervisors will be equipped with the training and resources necessary to provide support to all students, including those with disabilities, English Language Learners, Foster Youth or Homeless Youth. Extended day staff will work closely with the district's instructional and special education department to ensure program access for all. Parent resources will reflect the diverse communities that our school district serves and documents, flyers, and notices sent home will be provided in multiple languages, as appropriate.

## 7—Quality Staff

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

The goal of the Saratoga Union School District's extended day program is to provide a warm and welcoming environment for all students and families. Each elementary school site will have a designated site supervisor, who will monitor and coach the frontline staff on curriculum delivery, giving clear instructions, supporting social skill development, and behavior management. The middle school frontline staff will be coached by district-level management and the elementary school site supervisors. All staffing ratios required by the Expanded Learning Opportunities program will be maintained.

The site supervisors serve as the main communication line for parents. Each site supervisor is monitored by district-level management to ensure that the staff remain professional and are well equipped to deal with day to day tasks. Three professional development sessions will be provided throughout the year for all extended day staff. The training is coordinated with Extended Learning professionals and our district instruction team to ensure high quality programming and ongoing coordination with other district programs.

All extended day staff are hired by Saratoga Union School District and each staff member is an official district employee. All staff undergo strict screening and

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fingerprinting protocols before working directly with students.

The continued goal of the extended day program is to hire and retain high-quality, appropriately trained staff who can build strong interpersonal relationships with students. Hiring staff who are excited to be a part of a program that enriches students' lives supports the development of a high-quality program which students are excited to attend every day.

## 8—Clear Vision, Mission, and Purpose

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

Our vision is to create an innovative extended day program that stimulates intellectual curiosity, provides academic rigor for each and every learner, and instills leadership, responsibility, and global citizenship in a safe and nurturing environment where learners thrive.

We accomplish this by operating a program which engages the community as learning partners, embraces diversity, inspires creativity, and fosters student well-being. We are committed to providing student-centered activities to promote life-long learning and support student achievement through enrichment activities that are complementary to the school day learning. We measure program success in student outcomes and growth, professional commitment to continuous improvement.

## 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.

Saratoga Union School District's extended day program will continue to explore opportunities to collaborate with outside agencies to further enrich the experiences students receive in the program. Currently, the Director of Extended Learning collaborates with other out of school time providers, such as CalSAC, to provide training and professional development to staff members. Through partnerships with the Santa Clara County out of school time network and the Region 5 Expanded Learning Partnerships team, the extended day program has discovered different resources and curriculum to utilize with students to support their social-emotional growth and personal development. The program also works closely with parent and community volunteers to provide students hands-on learning opportunities, such as gardening and learning a new language.



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## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

To ensure continued student growth in our extended day program and to ensure alignment with ELO-P, our program will use the California After School Program Quality Assessment Tool. This tool will be used to assess the program once per year. Site Supervisors and extended care staff will evaluate the program utilizing the assessment tool. Based on the data collected, staff will collaborate as a site team to develop a quality improvement plan and set measurable goals that they would like to achieve to improve program quality. Site visits will be conducted based on the quality improvement plan to determine whether staff have been successful in meeting their goals or need additional support and training to accomplish their goals.

The quality assessment tool covers the following:

Section 1: Program Design & Assessment

Section 2: Program Administration & Finance

Section 3: Community Partnerships & Collaboration

Section 4: Alignment & Linkages with the School Day

Section 5: Program Environment & Safety

Section 6: Youth Development

Section 7: Staff Recruitment & Professional Development

Section 8: Family Involvement

Section 9: Nutrition & Physical Activity

Section 10: Promoting Diversity, Access, Equity, & Inclusion

Section 11: Effectively Supporting English Learners

In addition, through feedback gained through staff evaluations and through stakeholder surveys, we will adapt our program to ensure we continue to meet the needs of students and staff.

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## 11—Program Management

Describe the plan for program management.

All extended day programs are overseen by district-level management, including the Director of Extended Learning Programs and the Assistant Superintendent. The Director of Extended Learning Programs will work in conjunction with Site Supervisors to ensure all students have access to the program and those who are registered to attend are attending consistently. To support this, Site Supervisors maintain attendance records for all students who are registered to attend the program. The Director of Extended Learning Programs will work with the Chief Business Officer to ensure that the budget remains fiscally solvent. As a district-run program, the human resources, business and instructional department work hand in hand to ensure that the program runs efficiently and smoothly.

The Director of Extended Learning Programs meets regularly with program staff to discuss long-term plans, student recruitment efforts, upcoming events, and to address programmatic questions and concerns.

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## General Questions

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

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

Saratoga Union School District does not qualify for the After School Education and Safety (ASES) or 21st Community Learning Centers (21st CCLC) grants.

### 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?

Saratoga Union School District's extended day program for TK and Kindergarten students shall remain with a 10:1 ratio. The program staff will ensure that in our TK and Kinder extended day classes, we maintain a ratio of 10:1. Students will be picked up each day from their TK and Kindergarten classrooms by the extended day staff and taken to the extended day rooms. TK and Kindergarten students in the extended day program will participate in age-appropriate activities, such as storytime, reading activities, snack, organized indoor and outdoor play, hands-on STEAM activities, choice time, and kid-grit social emotional learning activities. The options for activities and books will be within the TK and Kindergarten range.

To ensure adequate staffing for the extended day program, the Saratoga Union School District will begin the hiring process for the upcoming school year in June. Available positions are promoted on Indeed, EdJoin and Handshake, which advertises to local community and 4-year colleges. To ensure staff understand how to work with younger children, on-boarding training will be provided to all new staff members. We will also provide additional professional development opportunities and training prior to the beginning of the school year and at multiple points during the school year.

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## 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.

### Instructional Day Program Schedule

<b>TK/Kinder</b>	<b>1st-2nd Grade</b>	<b>3rd-5th Grade</b>	<b>6th-8th Grade</b>
<b>8:30-2:10</b> Instructional Day	<b>8:30-2:25</b> Instructional Day	<b>8:30-3:00</b> Instructional Day	<b>8:30-3:05</b> Instructional Day
<b>2:10-3:15</b> Check In/Snack/ Outdoor Game	<b>2:25-3:15</b> Check In/Snack/ Outdoor Game	<b>3:00-3:15</b> Check In/Snack	<b>3:05-3:20</b> Check In/Snack
<b>3:15-4:00</b> Indoor Enrichment Activity (Art, STEM)	<b>3:15- 4:00</b> Physical Activity	<b>3:15-4:00</b> Homework and Indoor Enrichment Activity (Art, STEM)	<b>3:20-4:30</b> Homework and Enrichment Clubs (Art, STEM, Sports)
<b>4:00- 4:45</b> Physical Activity	<b>4:00-4:45</b> Homework and Indoor Enrichment Activity (Art, STEM)	<b>4:00- 4:45</b> Physical Activity	<b>4:00- 4:30</b> Physical Activity
<b>4:45-5:15</b> Indoor Choice Time and Snack	<b>4:45-5:15</b> Indoor Choice Time and Snack	<b>4:45-5:15</b> Indoor Choice Time and Snack	<b>4:30-5:15</b> Indoor Choice Time and Snack
<b>5:15-5:30</b> Team Building Activity	<b>5:15-5:30</b> Team Building Activity	<b>5:15-5:30</b> Team Building Activity	<b>5:15-5:30</b> Team Building Activity
<b>5:30-6:00</b> Closing Activities	<b>5:30-6:00</b> Closing Activities	<b>5:30-6:00</b> Closing Activities	<b>5:30-6:00</b> Closing Activities

### Summer Program Schedule

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<b>TK/Kinder</b>	<b>1st-8th Grade</b>
<b>8:15-8:45</b> Drop Off, Check In & Stations	<b>8:15-8:30</b> Drop Off and Check In
<b>8:45- 9:25</b> Enrichment Class (Art, Coding, Creative Writing, Robotics, STEM Makerspace or Student Leadership)	<b>8:30- 9:25</b> Enrichment Class (Art, Coding, Creative Writing, Journalism, Podcast, Robotics, STEM Makerspace or Student Leadership)
<b>9:30- 10:20</b> Physical Activity	<b>9:30- 10:20</b> Physical Activity
<b>10:20-10:35</b> Recess and Snack	<b>10:20-10:35</b> Recess and Snack
<b>10:35-11:25</b> Enrichment Class (Art, Coding, Creative Writing, Journalism, Podcast, Robotics, STEM Makerspace or Student Leadership)	<b>10:35-11:25</b> Enrichment Class (Art, Coding, Creative Writing, Journalism, Podcast, Robotics, STEM Makerspace or Student Leadership)
<b>11:30-12:20</b> Social Emotional Learning and Team Building Class	<b>11:30-12:20</b> Social Emotional Learning and Team Building Class
<b>12:20-12:40</b> Lunch	<b>12:20-12:40</b> Lunch
<b>12:40-1:15</b> Physical Activity	<b>12:40-1:15</b> Physical Activity
<b>1:15-2:00</b> Indoor Enrichment Activity (STEM, Art)	<b>1:15-2:00</b> Indoor Enrichment Activity (STEM, Art)
<b>2:00-2:45</b> Physical Activity/Team Building Activity	<b>2:00-2:45</b> Physical Activity/Team Building Activity
<b>2:45-3:30</b> Snack and Recess	<b>2:45-3:30</b> Snack and Recess
<b>3:30-4:15</b> Indoor Enrichment Activity (STEM, Art)	<b>3:30-4:15</b> Indoor Enrichment Activity (STEM, Art)
<b>4:15- 5:00</b> Student Choice Time	<b>4:15- 5:00</b> Student Choice Time
<b>5:00-5:30</b> Closing Activities and Snack	<b>5:00-5:30</b> Closing Activities and Snack

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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 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year

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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

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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.