

Saratoga Union School District Expanded Learning Opportunities Program Plan

Prepared by:
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This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2).

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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

Governing Board Approval Date: April 17, 2025

Review/Revision Date:

Review/Revision Date:

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”:

Expanded Learning refers to 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. (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)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and 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. The United States government has provided examples

of tools and resources that can support positive youth development. Those tools and resources can be found at

<https://youth.gov/youth-topics/positive-youth-development>.

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 onsite, 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.

Saratoga Union School District provides an on-campus extended learning program to support students' academic and social development. The program allows students to seamlessly transition between the instructional school day and the extended learning program. No transportation is provided because the program is offered on-site at all SUSD schools.

Trained extended staff oversee academic support activities to provide students with a safe and supportive environment to complete their homework. Additionally, staff design and provide hands-on enrichment STEAM (science, technology, engineering, art, and math) student activities. These activities are 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.

To ensure staff preparedness in emergencies, our program provides comprehensive training covering a range of safety protocols. All program staff undergo Mandated Reporter and Understanding Boundaries training annually or within six weeks of hiring new employees. Each program site follows the school's Comprehensive Site Safety Plan, which clearly defines an emergency action plan addressing events such as fire, earthquakes, and dangerous activity near the school. All program staff review these plans annually, in addition to annual staff training on active shooter situations.

Additionally, all staff are familiarized with the clearly defined student daily and emergency pick-up policy, and each staff member is equipped with a radio for immediate communication. Site supervisors are certified in CPR, Safety Care, and First Aid. Student injuries and illnesses during the program are documented digitally in PowerSchool, and parents/guardians are informed in person at pick-up.

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 fosters an emotionally safe and supportive student environment through a multi-faceted approach. Staff receive monthly professional development focused on building positive student relationships, implementing social-emotional learning (SEL) practices, and effective classroom management techniques. Additionally, staff participate in annual training on restorative practices, promoting conflict resolution and community building. To further support emotional regulation, all programs are equipped with designated "calm corners," providing students with a safe and quiet space to manage their emotions. Staff routinely facilitate social-emotional lessons tailored for each grade level that help develop self-awareness, build and maintain healthy friendships, and encourage responsible decision making. Finally, students regularly engage in team-building activities to enhance cooperation and collaboration skills, fostering a sense of belonging and mutual support.

2—Active and Engaged Learning

Explain 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, allowing staff members to determine how the student feels and 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 can answer students' 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 various hands-on STEAM and arts activities, allowing 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. Expanded learning staff teach students various team-building and cooperation games, lead them in physical fitness routines and sports, and supervise playground play. The extended day

program provides additional time for students to engage in academics and interact with peers in a supportive environment under the supervision of expanded learning staff.

3—Skill Building

Detail 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 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. Students will build teamwork skills, perseverance, determination, and initiative by participating in collaborative projects and individual activities. Student projects will be displayed for parents and the school community, ensuring student skills and growth are documented and showcased visually.

The program's educational literacy and enrichment activities improve student academic achievement. The extended day program offers homework time, during which students receive additional homework assistance from trained staff members. This allows students to improve their essential reading, writing, and math skills while building self-confidence in these subject areas.

Students can also showcase and practice their leadership skills by assisting staff with the execution of daily activities. Students are given opportunities to develop their leadership skills in teamwork and communication and their sense of responsibility. These opportunities contribute to their personal growth by helping them grow their self-confidence by participating in real-world experiences and helping them connect with others as positive role models. Our students can take these practical skills that they have learned and translate them into the real world to contribute positively to their homes and communities.

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.

Youth voice is a key component of our extended day program. Students have multiple opportunities to share their viewpoints, requests, and interests in various 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 utilize 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, prepare, promote, and lead activities 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 them to share their knowledge and skills with other students by leading activities and helping peers with projects.

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.

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

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

Students in our expanded learning program benefit from a nutritious daily snack, typically featuring fresh seasonal fruit or applesauce paired with whole grain crackers or cereal, providing essential energy and nutrients to fuel their afternoon activities. Recognizing the importance of fostering healthy eating habits beyond snack time, our expanded learning staff actively engages students in exciting and educational cooking clubs. These hands-on sessions offer a valuable opportunity for students to learn about the different food groups, understand the benefits of nutritious ingredients, and develop practical cooking skills. Under our staff's guidance, students prepare simple, healthy recipes, enhancing their understanding of nutrition and cultivating a positive relationship with healthy eating, extending beyond the program.

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. Include how the ELO-P will provide access for students with disabilities.

The Saratoga Union School District's extended day program is committed to fostering an inclusive environment that celebrates all our students' diverse cultural and unique backgrounds. Our program actively promotes cultural awareness and acceptance through thoughtfully planned lessons and engaging activities facilitated by our expanded learning staff. Furthermore, we recognize the importance of representation and connection. Our hiring practices prioritize building a diverse team of staff members who bring a variety of backgrounds and ethnicities, often mirroring the diversity within our student population. This allows for authentic connections and relatable role models for our students. Beyond staff diversity, we actively encourage students to learn about and appreciate the cultures of their peers. Through intentional activities, discussions, and celebrations, we aim to cultivate a deeper understanding and respect for the multifaceted community within our program. This focus on staff diversity and student cultural exchange creates a more welcoming, enriching, and equitable experience for everyone involved.

Professional development sessions will ensure a focus on equity, access, and the diverse needs of all students. Site Supervisors are equipped with the training and resources necessary to support all students, including those with disabilities, English Language Learners, Foster Youth, or Homeless Youth. Expanded learning staff will work closely with the district's instructional and special education departments to

ensure program access for all. Parent resources will reflect the diverse communities our school district serves, and documents, flyers, and notices sent home will be provided in multiple languages, as appropriate.

7—Quality Staff

Staff Engagement

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

Saratoga Union School District's extended day program aims 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 expanded learning staff on curriculum delivery, giving clear instructions, supporting social skill development, and behavior management. District-level management will coach the middle school expanded learning staff. All staffing ratios required by the Expanded Learning Opportunities program will be maintained.

The site supervisors serve as the primary communication line for parents. District-level management monitors each site supervisor to ensure the expanded learning staff remains professional and well-equipped to handle day-to-day tasks.

Our program prioritizes a multi-faceted recruitment, training, and retention approach to ensure students consistently engage with quality expanded learning staff. We meticulously hire individuals with a genuine passion for enriching students' lives. Beyond initial hiring, we invest heavily in comprehensive, ongoing training that fosters strong interpersonal relationships, understands developmental needs, and implements effective engagement strategies. This training empowers staff to create a supportive and stimulating environment where students feel valued and connected. We cultivate a positive and collaborative work culture to retain these high-quality staff members, providing opportunities for professional growth, recognition, and feedback. We understand that staff who feel supported and appreciated are better equipped to build meaningful relationships with students, ultimately creating a program that students are excited to attend each day. This commitment to quality staffing ensures that students have consistent access to caring, skilled adults who can guide, inspire, and positively influence their development.

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)]).

All frontline expanded learning staff are hired by the Saratoga Union School District as Activity Leaders. Each staff member is an official district employee whose position classification is Activity Leader, Extended Day Care Program. Their basic function is to monitor the daily activities of school-aged children in the after-school extended day care program. They assist in planning and implementing developmentally appropriate activities and monitor and supervise children indoors and outdoors.

Activity Leaders must possess knowledge of:

- Basic school-age child development principles, theories, and practices
- Safe practices for indoor and outdoor activities
- School policies, rules, and regulations
- Knowledge of classroom procedures and appropriate student conduct
- Basic subjects taught in local schools (including mathematics, English Language arts, science, and social studies)
- Policies and procedures of the assigned program and activities
- Oral and written communication skills
- Operation of a computer and assigned software
- Interpersonal skills using tact, patience, and courtesy
- Health and safety regulations
- First aid and CPR procedures
- Mandated reporting qualities

Activity Leaders must possess the ability to:

- Assist in the overall activities of school-aged children in an assigned after-school program
- Assist in planning and implementing activities
- Supervise children indoors and outdoors
- Maintain a safe and orderly environment
- Understand and follow oral and written instructions
- Plan and create classroom and playground activities
- Operate a variety of classroom and playground equipment

- Operate a computer and assigned software
- Communicate effectively both orally and in writing, utilizing English conventions
- Interpret, apply, and explain rules, regulations, policies, and procedures
- Establish and maintain cooperative and effective working relationships with others
- Administer first aid and CPR

Education and Experience: Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be to have six months of experience working with school-aged children (preferred) and the equivalent to high school graduation (preferred) or six units in Early Childhood Education (preferred).

All staff undergo strict screening and fingerprinting protocols before working directly with students. They also receive onboarding training and ongoing professional development to ensure they have the knowledge and skills to work effectively with children.

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 program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

On their first day at the site, Site Supervisors provide new frontline expanded learning staff with an onboarding guide that reviews safety and supervision expectations, program expectations, and staff expectations when on site. Within two weeks of being hired, expanded learning staff attend an orientation that provides information on the district's policies and procedures for classified staff.

The program is closed for three days before the beginning of the summer program to provide comprehensive staff development. Training covers trauma-informed practices, de-escalation strategies, classroom management, emergency preparedness and procedures, and mandated reporting.

Additionally, before the beginning of the school year, all staff attend a professional development day, which includes training on creating a safe and supportive learning environment for students and conflict resolution strategies. Monthly professional development opportunities for all staff include effective classroom management, PBIS strategies, and restorative practices. Additionally, staff attend an annual professional development training on the Continuous Quality Improvement cycle, where they review the Quality Self-Assessment Tool and the Point of Service Quality Standards for Expanded Learning.

8—Clear Vision, Mission, and Purpose

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

Our vision is to create an emotionally and physically safe space for students to learn, grow, and nurture their interests while developing autonomy, engaging in healthy risks, and gaining tools to make positive choices.

Our mission is to achieve this vision by delivering a high-quality after-school program that serves as a vital bridge between school and community. We accomplish this by actively engaging community partners to enrich the learning experience and by celebrating and embracing our students' diverse backgrounds and perspectives. Additionally, we achieve this vision by fostering a culture of creativity and innovation and providing student-centered activities that extend and complement the school day curriculum, promoting a love of lifelong learning. Lastly, we can achieve our vision by prioritizing every student's social, emotional, and physical well-being.

Our core purpose is to holistically support student development, ensuring they achieve academic success and acquire the essential life skills to thrive. A well-rounded after-school experience can significantly impact a student's trajectory, fostering their ability to make positive choices and confidently navigate the world. Ultimately, we aim to create a lasting positive influence on our students and the community.

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.

We actively engage students and families in shaping our program through stakeholder surveys. The valuable information gathered from these surveys is directly incorporated into our annual program plan and is a vital component of our Continuous Quality Improvement (CQI) process. This ensures that our program evolves to meet the needs and desires of the students and families we serve.

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.

Saratoga Union School District's extended day program is deeply integrated into the school's Multi-Tiered Systems of Support (MTSS) framework, ensuring a seamless and holistic approach to student support. Site Supervisors play a critical role in this integration by attending bimonthly COST (Collaborative Organizational Support Team) meetings. These meetings provide a dedicated forum for discussing students who require additional support, allowing us to develop and implement targeted interventions collaboratively.

Furthermore, our staff maintains constant communication with school personnel. This open dialogue ensures that concerns observed within the after-school program are promptly addressed and consistent strategies are employed across both settings. We share observations, discuss student progress, and coordinate support plans to provide a unified front for student success.

Our extended day program is strategically aligned with MTSS in several ways:

Tiered Support: After-school activities are designed to complement and reinforce the academic and social-emotional learning provided during the school day, fitting within the tiered support structure of MTSS. For example, students receiving Tier 2 interventions during the school day may participate in targeted enrichment activities that reinforce those skills within the extended day program.

Data-Driven Decision Making: Data collected within the extended day program, such as attendance, participation, and behavior observations, are

shared with the COST team and school day staff. This data informs the development and adjustment of MTSS interventions, ensuring that support is tailored to individual student needs.

Collaborative Planning: Expanded learning staff actively participate in the planning and implementation of MTSS strategies, working alongside teachers, counselors, and administrators. This collaboration ensures that interventions are consistent and aligned across all aspects of the student's learning experience.

Social-Emotional Learning (SEL) Integration: The extended day program emphasizes SEL development, a core component of MTSS. Activities are designed to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are crucial for student success in both academic and social settings.

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.

To ensure continued student growth in our extended day program and alignment with ELO-P, our program will use the California After School Program Quality Self-Assessment Tool (QSAT) to annually assess program quality. Site Supervisors and expanded learning 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. Collaborative site visits will be conducted based on the quality improvement plan to determine whether staff have successfully met their goals or need additional support and training to accomplish them. 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

When using the QSAT to provide feedback on program quality, frontline expanded learning staff focus on Section 5 (Program Environment and Safety), Section 6 (Youth Development), and Section 9 (Nutrition and Physical Activity). This allows the staff who work directly with students to provide feedback on the program's emotional climate, its physical safety, and students' level of engagement and involvement in contributing to activity ideas.

Additionally, we utilize feedback gained through annual staff evaluations and stakeholder surveys to adapt our program to ensure we continue to meet the needs of students and staff.

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.

The extended day program [website](#) provides community members with program policies and access to the Parent Handbook. The extended day [registration website](#) (Eleyo) provides enrollment and registration information to families. Staff utilize Eleyo to track student attendance, including the time students arrive at the program, the time they leave, and the authorized adult who picks them up.

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 Program³. How does this budget reflect the needs of students and families within the community?

Funding for the ELO-P program varies yearly and is dependent on state funding. While the budget funding fluctuates, the district program remains consistent and is open to all students in grades TK-6. ELO-P funds are used to waive the monthly program fees for students designated as Unduplicated Students (qualify as free & reduced-priced lunch, foster youth, English Language Learner, or homeless youth), which is the primary purpose of the ELO-P funding.

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

Both the Director of Expanded Learning Services and the Chief Business Official are responsible for fiscal oversight of the program and ensuring that Unduplicated Students are informed and have full access to the program.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

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? Yes No

Do you have a 21st CCLC Grant? Yes 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.

Not applicable. Saratoga Union School District only receives ELO-P 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. (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?

Saratoga Union School District's extended day program for TK and Kindergarten students shall remain with a 10:1 ratio. The program staff ensure that in our TK and Kindergarten 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 expanded learning 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, team-building, and 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 begins hiring for the upcoming school year in June. Available positions are promoted on Indeed, EdJoin, and Handshake, which advertise to the local community and four-year colleges. To ensure staff understand how to work with younger children, onboarding training will be provided to all new staff members. We will also provide training before the beginning of the school year and monthly professional development training for all staff throughout the school year.

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?

Saratoga Union School District offers expanded learning opportunities at all four school sites. Therefore, transportation is unnecessary, as all students have access to a program located on-site.

General registration information for the program is sent out via ParentSquare twice a year. ParentSquare provides this information in a parent's preferred language, and we offer Chinese translation services for families who request them. Families who qualify to attend the program for free (Direct Certification and families who qualify for free and reduced-price meals) are contacted via email to inform them that the program is available at no cost to their child for the upcoming school year. Expanded learning staff also work with school site principals and teachers to encourage families that qualify for free services to enroll and attend. This includes speaking with parents at pick-up and annual school conferences.

Additionally, registration information is available online on our district website for parents to access throughout the year. The registration forms are digital and utilize our registration platform, Eleyo. Parents must digitally sign the registration form when submitting it on Eleyo, and their registration information is securely stored on the platform. Registration information is archived at the end of each school year, but is still accessible to staff on Eleyo.

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.

SUSD's extended day programs currently do not participate in off-campus field trips. However, the program will explore the feasibility of on-campus experiential learning instead of off-campus trips in the future.

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.

Saratoga Union School District charges families an annual registration fee and monthly fees to attend the Extended Day program. The monthly fees are

based on the student's grade level (TK/Kindergarten, 1st-5th Grade or 6th- 8th grade) and the number of days a child attends the program per week (full-time= 4-5 days/week; part-time= 2-3 days/week or one-day-a-week).

All fees are waived for families who qualify for free or reduced price meals, children who are homeless (as defined by the federal McKinney-Vento Homeless Assistance Act), and children the district knows are in foster care. Families who qualify for free services are contacted at the beginning of each school year, and free enrollment in the program is offered. The Program Director reviews the district's Direct Certification list generated by Calpads monthly, and any new families who qualify for free services are contacted when eligible. As part of the Multi-Tiered Systems of Support process, the Program Director works with school principals to coordinate offers and access for identified families who qualify for free services. The extended day program offers limited internal subsidies (scholarships) to families who qualify. Parents can contact the extended day program staff to see if their child is eligible to attend the program at no cost.

Sample Program Schedule- Regular Schoolday

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.**

Instructional Day Program Schedule

TK/Kinder	1st-2nd Grade	3rd-5th Grade	6th-8th Grade
8:30-2:10 Instructional Day	8:30-2:30 Instructional Day	8:30-3:00 Instructional Day	8:30-3:05 Instructional Day
2:10-3:15 Check In/Snack/ Stations	2:25-3:15 Check In/Snack/ Stations	3:00-3:15 Check In/Snack	3:05-3:30 Check In/Snack
3:15-4:10 Physical Activity	3:15-4:10 Homework and Indoor Enrichment Activity (Art, STEM)	3:15-4:00 Homework and Indoor Enrichment Activity (Art, STEM)	3:30-4:30 Homework and Enrichment Clubs (Art, STEM, Sports)
4:10- 5:00 Indoor Enrichment Activity (Art, STEM)	4:10- 5:00 Physical Activity	4:10- 5:00 Physical Activity	4:30- 5:00 Physical Activity
5:00-5:30 Team Building Activity	5:00-5:30 Team Building Activity	5:00-5:30 Team Building Activity	5:00- 5:30 Indoor Choice Time and Snack
5:30-5:40 Snack	5:30-5:40 Snack	5:30-5:40 Snack	5:30- 5:45 Team Building Activity
5:40-6:00 Closing Activities	5:40-6:00 Closing Activities	5:40-6:00 Closing Activities	5:45-6:00 Closing Activities

Non-School Day Program Schedule (Summer and Intersession)

TK/Kinder	1st-8th Grade
8:15-8:30 Drop Off, Check In & Stations	8:15-8:30 Drop Off and Check In
8:30- 9:00 Social Emotional Learning and Team Building Class	8:30- 9:20 Enrichment Class (Art, Coding & Lego Robotics, Design Challenge, Game Design, or Inventing with Minecraft)
9:05- 9:35 Physical Activity	9:25- 10:15 Physical Activity
9:40- 10:10 Enrichment Class: Design Challenge	
10:10-10:30 Recess and Snack	10:15-10:30 Recess and Snack
10:35-11:05 Enrichment Class: Coding & Lego Robotics	10:30-11:20 Enrichment Class (Art, Coding & Lego Robotics, Design Challenge, Game Design, or Inventing with Minecraft)
11:10- 11:35 Physical Activity	
11:40-12:10 Enrichment Class: Art	11:25-12:15 Social Emotional Learning and Team Building Class
12:15-12:45 Lunch	12:15-12:45 Lunch
12:45-1:15 Physical Activity	12:45-1:15 Physical Activity
1:15-2:15 Indoor Enrichment Activity (STEM, Art)	1:15-2:15 Indoor Enrichment Activity (STEM, Art)

<p>2:15-3:00 Snack & Recess</p>	<p>2:15-3:00 Snack & Recess</p>
<p>3:00- 3:45 Physical Activity</p>	<p>3:00- 3:45 Physical Activity</p>
<p>3:45-4:30 Indoor Enrichment Activity (STEM, Art)</p>	<p>3:45-4:30 Indoor Enrichment Activity (STEM, Art)</p>
<p>4:30- 5:00 Snack & Recess</p>	<p>4:30- 5:00 Snack & Recess</p>
<p>5:00-5:30 Closing Activities</p>	<p>5:00-5:30 Closing Activities</p>

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 (c).
- (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.