

Sunnyvale School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

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

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

Local Educational Agency (LEA) Name: Sunnyvale 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.

Bishop Elementary School Cherry

Chase Elementary School

Cumberland Elementary School

Ellis Elementary School Fairwood

Elementary School Lakewood

Elementary School San Miguel

Elementary School Vargas

Elementary School

Columbia Middle School

Sunnyvale Middle 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

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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.

The SEDS After-school Education and Safety program, "Kids Learning After School" (KLAS) is housed exclusively at Sunnyvale school district-managed school site facilities, and staffed by Sunnyvale school district employees. KLAS prioritizes the establishment of safety procedures closely aligned with the instructional day to ensure the well-being of students and staff. Regular staff training on safety protocols, emergency response, and student supervision is conducted in line with other District employee training at the beginning of every school year. Fire drills, lock-down procedures, and procedures regarding medical emergencies are aligned with the existing safety plans for each school. Integrating these safety measures into the after-school program's routines helps KLAS foster a secure and conducive environment for learning beyond regular school hours. For 19 years, SEDS has operated its own after school programs that are fee based and/or funded by the ASES grant, where we have consistently demonstrated the ability to develop and operate programs in a safe and supportive learning environment.

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 educational literacy and enrichment activities within the KLAS after-school program aligned with District goals for the students' school program in regular school day. Drawing from evidence-based strategies, we seek to offer differentiated instruction (that caters to each student's unique needs) ensuring personalized learning experiences that supplement and reinforce classroom learning. Incorporating project-based learning, collaborative group activities, and experiential opportunities, KLAS encourages active engagement and deeper understanding of all curricular subjects. By adhering to these approaches, we aim to significantly improve KLAS' support of student academic outcomes without losing sight of the value of an emotionally safe after school care environment.

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3—Skill Building

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

The alignment of KLAS activities and support to students' remains an area of growth for the program as the goal is through an emphasis on literacy, students gain a strong foundation in reading and writing skills. The program's current daily enrichment activities foster critical thinking and problem-solving abilities. These generalize to academic achievement for participating students as such skills directly impact student understanding in Mathematics and English language Arts. District SEL training for delivering specific SEL lessons and support in all KLAS programs was initiated in the 23-24 school year.

4—Youth Voice and Leadership

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

KLAS Coordinators have the pivotal role of maintaining the effectiveness of the after-school program by actively seeking and incorporating student feedback, assessments, and evaluations. KLAS program evaluation occurs annually in April, with parent and family feedback solicited around program design, a needs assessment for the coming year, and an open opportunity for suggestions around program improvement. More importantly than the annual survey processes, KLAS Coordinators facilitate ongoing two-way communication with students, valuing their insights on program experiences and preferences. By integrating these insights, KLAS Coordinators and the Student Services Director ensure that the after-school program continues to be an engaging and supportive environment that meets the diverse and evolving needs of its students.

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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.

The KLAS after-school program is committed to promoting healthy nutritional practices in line with California guidelines. We provide nutritious snacks and meals that adhere to state nutrition standards, emphasizing the importance of well-balanced and portion-controlled choices and aligning directly with the food service criteria used in the Sunnyvale School District regular instructional day. Our aim is to create an environment that encourages healthy eating habits, respecting dietary restrictions and preferences, while also educating students on the benefits of good nutrition. Additionally, our daily physical activities are developmentally appropriate and research-based to promote physical fitness and well-being. These activities will encompass a range of options, including team sports, yoga, and outdoor games, designed to accommodate different age groups and skill levels. To enhance social-emotional development, we incorporate "Second Step," a proven SEL lesson resource, into our program, fostering skills like empathy, communication, and conflict resolution. These holistic approaches help students grow academically and emotionally while maintaining a strong commitment to their overall health and well-being.

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.

KLAS creates an inclusive environment that not only acknowledges and celebrates diversity, but also aligns with the Sunnyvale School District's Equity Policy. Each student's cultural and unique background is cherished and acknowledged. To that end, we incorporate a range of activities and opportunities that highlight different cultural traditions, holidays, and experiences. Our KLAS activities promote understanding, empathy, and open dialogue among students, fostering an atmosphere of respect and appreciation for one another's backgrounds. We encourage students to share their stories, traditions, and experiences, whether through art projects, themed events, and monthly "thematic units" created by KLAS Coordinator staff. These thematic units include Getting to Know you/Hispanic Heritage, Black History month, along with various cultural activities intended to foster exposure to (and understanding of) the students served by KLAS. By embracing diversity and implementing the principles of our Equity Policy in KLAS program, we aim to empower students to thrive academically and personally while valuing the rich tapestry of perspectives and backgrounds that make the Sunnyvale community unique.

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7—Quality Staff

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

The KLAS program places a high priority on the qualifications of its staff, especially those who directly supervise pupils. To ensure that all KLAS staff meet the minimum requirements of an instructional aide, KLAS Coordinators collaborate closely with the Director of Student Support Services during hiring and recruitment. Together, they use the existing Sunnyvale School district comprehensive hiring and training process to verify that all potential staff members meet the minimum qualifications. These include a background check, completion of mandated training, and all relevant certifications. The Director of Student Support Services oversees the implementation of these requirements for all staff members, working with Human Resources to maintain relevant records and ensure that any necessary annual training is up to date. Additionally, they work alongside the Director of Student Support Services to provide ongoing professional development opportunities that align with the state's instructional aide standards, guaranteeing that the staff remains well-prepared to support pupils effectively and in compliance with all relevant regulations and guidelines.

8—Clear Vision, Mission, and Purpose

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

The creation of the KLAS after-school care program was a direct response to the needs of parents and high-needs students within the Sunnyvale School District. Recognizing the growing demand for affordable and accessible after-school care, the district embarked on a mission to bridge this gap. In line with the district's overarching vision ("To provide every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging, and changing world") KLAS was conceived to not only provide low-cost after-school care but also to offer a whole-child approach to student development. SESD seeks to ensure that all Sunnyvale schools provide not just after-school care but also nurture students' artistic talents through the FORXA Arts/Music program, promote physical well-being with opportunities for physical activities, and offer essential academic support. By establishing the KLAS program, the district is taking a vital step towards fulfilling this vision, enriching the lives of its students, and reinforcing the belief that every child's educational journey should be comprehensive, supportive, and inclusive.

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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.

Sunnyvale School District is dedicated to expanding after-school and extended learning opportunities by actively pursuing collaborative partnerships that enhance our after-school program. We engage in a proactive approach that involves reaching out to local organizations, community centers, and businesses to identify potential partners who can bring valuable resources and expertise to our program. This collaborative effort begins with a deep understanding of our community's needs and interests through regular needs assessments. When compatible partners are identified, we establish formal agreements or Memorandums of Understanding (MOUs, such as the 2023-24 MOU with the City of Sunnyvale) that outline the terms of collaboration, ensuring clarity and accountability. These partnerships often involve resource sharing, allowing us to leverage shared resources, facilities, and personnel, while also providing opportunities for professional development that benefits our staff. Open lines of communication, regular meetings, and feedback sessions with our partners ensure that the collaboration remains effective and responsive to our evolving community's needs. Program evaluation is an essential component of this process, enabling us to measure the success of these partnerships and continuously improve the extended learning opportunities we offer to our students and families. Our ultimate aim is to provide a diverse and enriching after-school experience that benefits our community as a whole, but which still align with our mission as Sunnyvale School District.

This year, ELOP funds have also played a pivotal role in enhancing programming and enrichment both at school sites already boasting a robust KLAS program, and sites that do not have a District-hosted KLAS. Through strategic contracting with vendors like Valley Sports, Right at School, and FORXA, the district has augmented opportunities for students to engage in diverse extracurricular activities beyond the conventional school day. Valley Sports provides physical education and exercise opportunities, promoting teamwork and wellness through dynamic sports programs. Right at School provides after school care at SMS, Cumberland and Cherry Chase (and also offers a spectrum of enriching activities, from creative arts to STEM exploration), while FORXA introduces innovative coding and technology workshops, equipping students with essential skills for the digital age. These partnerships underscore the district's commitment to providing holistic educational experiences, leveraging ELOP funds to empower students and enrich their academic journey.

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10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The KLAS program is committed to a data-driven Continuous Quality Improvement (CQI) process based on the Quality Standards for Expanded Learning in California. This systematic approach ensures that the program consistently assesses, plans, and improves its quality. Here's how this process unfolds:

1. **Assessment:** The first step in the CQI process involves a comprehensive assessment of the program's quality against the established Quality Standards for Expanded Learning in California. This assessment occurs annually (through the previously mentioned Staff, Student, and Family Surveys) and is a collaborative effort that involves KLAS Coordinators, program staff, and other key partners, including students and parents. Timelines for this assessment typically occur during the spring, and immediately following the school year.
2. **Data Collection:** To assess program quality, data is collected through various methods. Surveys and observations are conducted to gather both quantitative and qualitative information. The assessment process includes an examination of program materials, curriculum, and resources. The input of all partners is actively sought to provide a holistic view of the program.
3. **Data Analysis:** The collected data is then analyzed to identify areas of strength and areas in need of improvement. KLAS Coordinators, in collaboration with the Student Support Services team, review the findings and discuss possible strategies for enhancing program quality at scheduled KLAS Coordinator central meetings.
4. **Planning and Goal Setting:** Based on the assessment results, KLAS Coordinators, along with program staff and other relevant partners, develop a comprehensive plan for improvement. This plan includes specific, measurable goals and objectives.
5. **Implementation:** The plan is put into action with a focus on enhancing program quality in areas that require attention. This implementation phase usually occurs during the summer and the early part of the following school year. Staff training, curriculum adjustments, and resource allocations may be part of this process.
6. **Ongoing Monitoring and Evaluation:** Continuous monitoring and evaluation are crucial to the CQI process. Throughout the school year, data is continuously collected and assessed to measure the progress of the improvement plan. KLAS Coordinators work closely with program staff to ensure the plan is effectively implemented and remains responsive to evolving needs.
7. **Refinement and Strengthening:** The results of the assessment, ongoing monitoring, and feedback from stakeholders guide further refinements and improvements to the program. This process ensures that KLAS remains aligned with the Quality Standards for Expanded Learning in California and consistently strives for excellence.

This data-driven CQI process not only ensures that the KLAS program maintains quality but also enables it to evolve and adapt to the changing needs of the community, students, and their families. By actively involving all partners and adhering to the established timelines, KLAS is equipped to continuously enhance and strengthen the program's quality and effectiveness.

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11—Program Management

Describe the plan for program management.

Funding of programs in Sunnyvale School District aim to directly support initiatives that align with the District's core principles of fostering comprehensive student development and providing diverse and enriching educational experiences. ELOP funding for the KLAS programs across the seven sites is reviewed at the Cabinet and School Board level. Each site's unique needs are considered, ensuring that financial resources are tailored to meet the specific needs and priorities of individual schools while maintaining alignment with the broader program objectives. Funding expenditure is monitored by the CBO and Executive Cabinet, whether it be funding for academic support, extracurricular activities, or character-building programs. ELOP fund allocation is strategically designed to contribute to the realization of the mission and achievement of specific, measurable goals at each site. Regular assessments and adjustments in funding priorities coordinated between the Director of Student Services and the individual KLAS Coordinators further ensure a dynamic and adaptive approach, promoting the sustained success and positive impact of KLAS programs throughout the Sunnyvale School District.

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.

ELO-P funding was deployed in conjunction with ASES funding to establish the KLAS programs at a "first phase" of school sites. As the program grew to be established, expansion to the remaining school sites (using ELO-P funding) was implemented in 2023-24. Because of the application of multiple funding sources, all Elementary school sites in Sunnyvale School District now have an after school care and support program for UPP students. A unified vision for a program that maintains quality across all eight Elementary school sites drives program improvement, staffing, and professional development across the school year.

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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?

Sunnyvale School District has introduced Transitional Kindergarten to the KLAS program, extending services to an even younger group of students, providing them with early educational and enrichment experiences, initially at three school sites. To accomplish this, Sunnyvale School District has coordinated a Memorandum of Understanding with the City of Sunnyvale to provide extended options for families of transitional kindergarten students to receive support. Collaboration with transitional kindergarten staff from the City of Sunnyvale is essential for a smooth transition between the different stages of a student's KLAS journey. This partnership ensures that students' needs are met consistently as they progress through the KLAS program, and robust efforts at training and staffing by the City of Sunnyvale have ensured we are able to maintain appropriate staff to student ratios of ten to one. SESD is examining this partnership to expand its availability to more schools within the District for the 2024-25 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.

The sample elementary KLAS agenda below provides a basic, structured approach to positive youth development. It includes a balance of physical activities, academic support, enrichment activities, and creative outlets. The regular physical activity sessions promote physical fitness and overall well-being, while the quiet reading and writing about reading segments foster literacy skills and a love for learning. The enrichment activities and thematic unit/art lessons encourage creative expression and critical thinking. The choice time at the end of the day allows students to explore their interests and build essential life skills, all within a supportive and nurturing environment. This comprehensive agenda helps develop well-rounded, engaged, and motivated youth by addressing various aspects of their growth and development.

2:15-2:35 Check In/Supper

2:35-3:00 Physical Activity Session

3:05-3:45 Quiet Reading 20-30 mins (reading intervention LLI/Guided Reading)
Writing about Reading 10-15 mins
HW help (upper grades)

3:45-4:00 Enrichment Activity: Worksheet, PLC group activity

4:00-4:15 Snack

4:15-4:45 Physical activity session (Either free play or a structured physical activity for all students)

4:45-5:20 Thematic Unit/Art Lesson

5:20-5:45 Choice Time (building blocks, water-color, playdough, math games, typing club, work on HW, magnatiles, puzzles)

5:45-6:00 Clean Up/Sign out

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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.

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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

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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.