

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Shay Galletti

Sunol Glen Elementary School District
11601 Main Street,
Sunol, CA 94586
925-862-2026



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

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Sunol Glen Elementary School District

Contact Name: Shay Galletti

Contact Email: sgalletti@sunol.k12.ca.us

Contact Phone: (925) 826-2026

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. Eagle's Nest
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Purpose

As required by *EC* Section 46120(b)(2), this document serves as Sunol Glen Elementary School District's Expanded Learning Opportunities Program (ELOP) Plan. In this program plan, we 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

Expanded Learning Opportunities Program Plan Guide

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])

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 law requires this plan to be reviewed, and updated at least every three years in accordance with *EC* Section 8482.3(g)(1).

Expanded Learning Opportunities Program Plan Guide

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.

Sunol Glen Unified School District (SGUSD) ELOP shall be offered on-site via our Eagle's Nest program. Our program strives to create a safe and supportive environment that provides for the developmental, socio-emotional, and physical needs of our students.

To ensure that students are always accounted for we will maintain a roster of all students enrolled in the program. This roster will be maintained by the director and attendance shall be taken in the morning (as applicable) and afternoon. Students will be signed in at the start of their program each day that they attend. Staff will continuously monitor classroom rosters, conducting headcounts before and after each transition. Additionally, parents/guardians shall be required to indicate, on the enrollment form, the names of person/s authorized to pick up the student from the program. Only persons designated on the form shall be allowed to sign out a student from the program.

Safety of our students, while on campus, is a top priority. To ensure the ongoing safety of our students, our staff receives mandated reporter training annually. Staff shall receive specialized training in threat assessment, conflict resolution and social-emotional learning. Additionally, the Superintendent is available to support the

program staff and can be called upon for assistance or guidance. When warranted, the Sheriff's Department will be contacted for consultation or support. SGUSD is committed to protecting our students and staff during individual, school, and district emergencies. Program staff will be trained on safety protocols contained within our School Safety Plan. Fire drills shall be practiced monthly, earthquake and lock-down drills twice a year. This will help ensure that students and staff know what to do in a dangerous situation.

When addressing student injuries, staff will follow established protocols. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve any and all support deemed necessary to assist the student. To effectively communicate with parents in the event of an emergency or student accident, the program shall keep emergency contact information for each student on file. Staff will have access to the district's and department's enrollment database to find additional contact information, if needed. Staff will document any minor or major injury for parents, emergency personnel, and district administrators.

During the program operating hours, all staff will be expected to always maintain line of sight of all students. Students will be monitored by program staff when they need to leave their location for reasons such as, but not limited to, restroom breaks, or parent pick-up. Staff will have two-way radios to ensure prompt communication as part of emergency and safety procedures.

Eagles Nest teachers are trained when first hired, and the ongoing training and supervision of all staff members by the Site Director ensures compliance with our safety policies. Teachers are trained and certified in CPR, first aid and are trained in dealing with emergency situations. Eagles Nest works closely with the elementary school superintendent/principal and staff to ensure preparedness for earthquakes, fire, and other emergencies, and safety drills are conducted regularly.

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.

Students in the SGUSD ELO program will be provided with enrichment opportunities that cover a wide range of activities. Eagles Nest provides a unique child care and enrichment program for children before and after school. Eagles Nest offers arts, crafts, sports, games, music, dance, drama, cooking, and help with homework as well as providing high quality extended day care in a safe, nurturing environment. Activities are centered around themes that are collaborated on by the students and staff. Children also have the opportunity for relaxation and quiet activities after being in school all day. Eagles Nest has a daily schedule which allows for spontaneity and the varying individual needs of the children.

Expanded Learning Opportunities Program Plan Guide

3—Skill Building

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

Eagles Nest fulfills a need both in terms of enrichment activities and extended day care. Children can learn and play in a well-organized but flexible environment before and after school. Activities are designed to promote the creative and social development of the children. Particular emphasis is placed on the building and reinforcement of a positive self-image and the positive expression of cooperative feelings in a group situation.

4—Youth Voice and Leadership

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

Eagles Nest students are provided with opportunities for leadership and voice. Students are asked to give input and feedback on all parts of their extended day. The feedback collected is used to plan future programming to align with students' interests and preferences. Curriculum on communication skills, including interpersonal relationships, collaboration, and teamwork, is embedded in the programs to help build students' leadership capacity and voice. Eagles Nest encourages children to be socially aware of their peers and to offer any help and support they can to each other.

Expanded Learning Opportunities Program Plan Guide

5—Healthy Choices and Behaviors

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

The program shall operate in alignment with the Board-approved student wellness policy 5030 and California Department of Education (CDE) Quality Standards for Expanded Learning. Our wellness promotion shall include physical activities and health and nutrition education. The daily schedule shall include at least 30-60 minutes of outdoor physical activities designed to create a playground culture where all students are included and have the opportunity to play and have opportunities for leadership. The program shall offer meals that are carefully procured to meet or exceed state and district nutritional standards and are prepared to appeal to students' tastes and to foster lifelong healthy eating habits.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The ELO Program is designed to serve and prioritize the enrollment of traditionally under-served students, which include socioeconomically disadvantaged students, foster youth, and English Learner/Emerging Bilingual students.

Therefore, staff training is critical to the creation of an inclusive environment where we welcome diverse students and celebrate differences. Staff will participate in cultural competency professional development so we can successfully create a culturally sensitive and equitable program. This could include topics such as self-awareness, appropriate communication, cultural literacy, dynamics of differences, discrimination, and allyship development. These professional growth opportunities would increase staff awareness, knowledge, and skills so they can better serve our diverse student population and their families equitably and inclusively.

Expanded Learning Opportunities Program Plan Guide

7—Quality Staff

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

Our program shall place high priority on hiring individuals that reflect the cultural, ethnic, and linguistic diversity of our students and families. All teachers must meet the following requirements: (consistent with the federal Every Student Succeeds Act guidelines)—48 semester units of college study, or an AA degree.

All staff shall be required to undergo training that covers program procedures, curriculum, enrichment activities, safety policies, and core values of the District.

Additionally, the Superintendent shall conduct regular site visits on a weekly basis and build intentional relationships with program staff, parents, and students. The Eagle's Nest Director shall work closely with the Superintendent to ensure program goals and focuses are being delivered with fidelity. Site visits shall also provide technical support in quality standards, program goals, etc.

8—Clear Vision, Mission, and Purpose

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

Our vision is to provide a high-quality, safe and supportive environment that provides social emotional support, support's students educational needs and also offers fun and enriching activities to support all students enrolled in the program. The SGUSD Expanded Learning Opportunity Program will provide an environment where student leadership and students' voices are valued and appreciated.

Expanded Learning Opportunities Program Plan Guide

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.

In developing the ELOP program plan, we collaborated with our Eagle's Nest Before and After School Program to expand opportunities in order to allow for greater access to all of our students. The ELOP program is an integrated partnership between the school site and the Eagle's Nest program. We will continue to engage potential community partnerships to sustain and expand the offering of services we are providing for our students in the ELOP program.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

Our Continuous Quality Improvement process includes an annual program evaluation to track student and program outcomes. We shall conduct an annual program evaluation to assess the progress of ELOP students relative to student academic outcomes. Data shall be collected and assessed at grade level for these evaluation purposes.

The process shall be informed by data points such as attendance, course grades, state testing results (CAASPP), and English Language Learners’ English language proficiency status. We shall use these academic outcomes and other data to target academic supports and develop programmatic activities.

Expanded Learning Opportunities Program Plan Guide

11—Program Management

Describe the plan for program management.

Program operations shall be overseen by the Eagle's Nest director. The District Superintendent shall supervise the Director. The Director in coordination with the Superintendent shall be responsible for program evaluation and grant compliance, program oversight and staff supervision. Program staff shall implement academic support and enrichment programming. The Director shall be responsible for aligning the ELOP before and after-school program with that of the beginning and end of the regular school day. The District Clerk in conjunction with the County Office of Education (ACOE) will oversee and shall be responsible for tracking budgets.

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.

N/A

Expanded Learning Opportunities Program Plan Guide

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?

The Transitional Kindergarten and Kindergarten programs shall be staffed with certificated teachers and para-educators at maintaining the mandated pupil- to-staff ratio of 1:10. Curriculum adopted and/or created for our TK/K program will reflect early childhood education and will include literacy enrichment and educational enrichment activities.

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.

Program Schedule

School Day Hours

TK 8:30-11:50

K-8th grade 8:30-2:50 (MTHF), Wednesday's 8:30-2

Before School TK - 8th Grade

7:30 Program opens, teachers greet children and parents

7:30-8:00 Indoor activities: board games, arts and crafts, manipulatives and stories

8:00-8:15 Morning snack/Breakfast (Cafeteria)

8:15 Dismissal to classroom for the school day

Afterschool TK

11:50 release time (TK), ratio 1-10

11:50-12:25 Wash up, Lunch. Children either bring their lunch or get school lunch.

12:25-12:45 Wash up, Quiet time with books (Teacher lead or child lead)

12:45-1:15 Outside activities

1:15-1:45 Indoor activities: games, arts and crafts, manipulatives, drama and music.

1:45-2:30 Option of Teacher directed project, Homework help and team games

2:30-2:40 Clean up/closing story/music

2:40-2:50 Gather backpacks

Afterschool TK - 8th grade

2:50-3:00 Check-in all K-8th grade students (1-10 ratio)

3:00-4:00 Outdoor activities/games: Field (sports activities), Playground

4:00-4:20 Afternoon snack

4:20-4:30 wash up/restroom

4:30-5:00 Indoor: Homework, quiet activities, board games, drawing

5:00-6:00 Indoor activities: games, arts and crafts, manipulatives, drama and music, homework.

Non School Day Hours

8am-5pm

8:00 Eagles Nest opens

8:00-8:30 Breakfast

8:30-9:00 Morning group (Daily activities)

9:00-10:00 Hands on Activities (STEAM)

10:00-10:15 Snack

10:15-12:15 Indoor/Outdoor activities (Teacher directed projects as options)

12:15-12:30 Wash up/restroom/get ready for lunch

12:30-1:00 Lunch

1:00-1:30 Quiet activities (Reading, Drawing, Journaling)

1:30-3:30 Outside time Outside Activities (Field sports)(Games), Indoor Activities (Arts & Crafts, Manipulatives, Games)

3:30-4:00 Afternoon snack

4:00-5:00 Indoor activities/Free Choice

5:00 Center closes

Expanded Learning Opportunities Program Plan Guide

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

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

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

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

Expanded Learning Opportunities Program Plan Guide

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

Expanded Learning Opportunities Program Plan Guide

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.