

Expanded Learning Opportunities  
Program Plan Guide

POWER SCHOOL AND SUMMER LEARNING CAMP PROGRAM PLAN

# POWER SCHOOL

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: **Gilroy Unified School District**

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Contact Phone: 669-205-4047

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. **Mt. Madonna High**
2. **Luigi Aprea Elementary**
3. **Brownell Middle**
4. **Ascencion Solorsano Middle**
5. **Eliot Elementary**
6. **El Roble Elementary**
7. **Glen View Elementary**
8. **Las Animas Elementary**
9. **Rod Kelley Elementary**
10. **Rucker Elementary**
11. **South Valley Middle**

**Purpose**

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

**Definitions**

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

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

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## 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>

## [Summary of Power School Model by Quality Standard for ELO-P Overview](#)

As evidence of alignment between 21st Century Community Learning Centers (21st CCLC) and After School Education and Safety (ASES) programs, the Gilroy Unified School District Expanded Learning Opportunity Program (ELO-P) plan is currently the same content as the 21st CCLC grant application for Cohort 13 submitted in 2021 and most of the After School Education and Safety (ASES) program plan last updated in 2020. The only exception is the expanded and enhanced components outlined in section 1 on the plan template (and referenced briefly in some other sections) and below on this summary. Due to the level of detail required to ensure funding through the competitive grant process, this plan is very long, so a summary is being added here to simplify.

The development of this ELO-P plan requires a stepped-up approach. The intention is to use the funding to meet unique needs of students, families and the community as they are identified and able to be addressed.

In order to expand the program and maintain or increase quality, the additional systems of accountability and support are being implemented:

- Work with partner agencies to increase pay rates for Power School staff at all levels
- Create GUSD Power School Yard Duty positions, 1 per site from 2:15-6:15. These new positions will support with daily early release of students following the Power School early release policies and procedures as well as supporting with the distribution of meals. These positions were created but have not been filled. No applicants have come forward.
- New GUSD Program Coordinator position to primarily support with Programmatic Standards (7-12) and development of systems and structures to ensure better alignment and consistency program wide
- New GUSD Program Supervisor position to support primarily with Point-of-Service Quality Standards (1-6) and further support and accountability between systems and actual programming on site

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- Power School staff are being trained in Trauma Attuned Model, Nurtured Heart Approach and Restorative Practices. New development of restorative systems using these new positions will allow for next steps to be identified. Fred Jones training was brought in for Power School staff as well so as to keep in alignment with school day training.
- Partner with various behavioral and mental health agencies to provide staff support at school sites which need it the most. At the current time we are partnering with Amergis, Effective School Solutions, Pacific Clinics, RO Health, Carry the Vision, Be The Change, PiQE,
- Additional Enrichment partners are being brought in to provide experiences for students in the Expanded Learning program such as, but not limited to, FORXA, 6th Street Studios and Art Center, zSpace.
- Family engagement events are being created with partners such as 6th Street Studios and Art Center, Play Well Technologies among others.
- Facilities and furniture to support expanding staff including desks at the district office, 2 portable upgrades at each of two sites offering before school programs with ELO-P funding. Development of “Power Cafe” at one continuation high school meant purchasing additional furniture and space redesign. Much work was needed to get them up to safety standards for use with students. A list of detailed expenses is being compiled.
- Shade structures were needed at some sites to improve program operation during afternoon hours.
- Curriculum was purchased for the Summer Learning Camp program which was primarily STEM focused.
- iPads are necessary for students to be able to engage with the STMath program that was piloted for the summer and is going to be implemented during the school day.
- Laptops for Summer Learning Camp staff were necessary for access to new curriculum and Viewboards in classrooms.
- Field trips were brought back to Summer Learning Camp so students could again experience field trips to expand their horizons. Some field trips required entrance for students and all required bussing.
- To ensure safety, radios were purchased for all sites and cross programmed so they can be used in both summer and school year.

### **1—Safe and Supportive Environment**

Programs all operate on existing school sites following the same policies and procedures as school day operations where possible, including safety drills, Positive Behavior Interventions and Supports, Second Step curriculum among others. Parents show photo ID when they pick up students. Staff are CPR and First Aid certified.

### **2—Active and Engaged Learning**

Each day program provides support with homework, a healthy snack, fun engaging physical activity, and an enrichment component that provides opportunities for students to engage in hands-on project based learning and opportunities to practice use of the English Language in areas that interest them with support in Spanish as needed. All of this is provided in a positive atmosphere that builds students confidence in themselves and their abilities, and builds relationships with caring adults at school which reduces the desire to become involved in gangs.

### **3—Skill Building**

Power School and Summer Learning Camp have been writing enrichment curriculum for the last 13 years that has incrementally improved on its ability to ensure students have the opportunity to practice communication, collaboration, creativity, and critical thinking with topics and activities that are rigorous, relevant and help develop relationships between topics as well as people. With the help of ELO-P funds

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we are able to hire outside agencies like 6th Street Art Center & Studio and FORXA to provide art, videography, music and more

### **4—Youth Voice and Leadership**

Gilroy Unified, YMCA, and Youth Alliance all value youth input in program design and solicit ideas for extracurricular activities that will enhance the program and promote a sense of youth "buy-in". Students are intentionally involved in the leadership, design, implementation and improvement of the program in a wide variety of levels ranging from the overall planning, to day to day opportunities to lead and make program choices, to participation on a student council.

### **5—Healthy Choices and Behaviors**

Through our collaborative partnerships with wellness organizations such as the Santa Clara County Public Health Department, Effective School Solutions, Amergis, Pacific Clinics, Youth Alliance and YMCA of Silicon Valley, Power School maintains a focus on the need for nutrition, mental health education, and physical activity education for students and families.

GUSD and partner agencies participate in meal programs that allow for serving of supper at all sites, snack at 7 grant funded sites, and breakfast and lunch during summer programs.

### **6—Diversity, Access, and Equity**

Target student families may not respond to the standard email/electronic communication method as they may not have internet access or a consistent phone number. In order to ensure we are meeting the needs of our target student audience, personal phone calls are made in English and Spanish, to families that allow staff to have a personal connection and help identify other barriers they may have to participation in program, or even school. ELO-P funding will allow us to provide additional training for staff to better meet needs of students with disabilities as well as bring in additional staff positions to support with student behaviors in a more effective manner.

### **7—Quality Staff**

Partner agencies YMCA and Youth Alliance recruit program leaders with experience working with elementary, middle, and high school youth, passion and desire to work with this age group, interests and expertise related to our enrichment programming, and our community's cultural competency needs. All Power School and Summer Learning Camp staff are required to meet minimum qualification requirements which include meeting GUSD's instructional aide qualifications of an AA degree or equivalent units (48 semester units). Staff will have opportunities for cross-agency training in our partners' areas of expertise.

### **8—Clear Vision, Mission, and Purpose**

*Vision- All students will be college and career ready with the 21st Century Skills to succeed in life.*

*Mission- Power school and Super Power Summer Camp support students through expanded learning opportunities that build confidence, self-sufficiency, academic success, and social responsibility.*

ELO-P funding is allowing the work completed by the Power School program to expand and bring additional resources to ensure more progress towards the purpose of supporting our communities most at-risk youth. During the pandemic, it became evident that many families operated in "survival mode". Power School is collaborating with various resources in the community to help ensure families are connected to what they need.

### **9—Collaborative Partnerships**

The Gilroy Unified School District's Power School and Summer Learning Camps operate as a collaborative with YMCA and Youth Alliance managing 5-6 sites each during the school year and 1 elementary each during the summer and sharing supervision at the middle school site. ELO-P is

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stimulating growth and expansion in many areas, including an excitement about collaborating across agencies to share supervision of all 3 summer sites with mixed agency staffing.

## **10—Continuous Quality Improvement**

We use a process of analyzing where we were, setting goals, creating a plan to meet those goals, implementing that plan, measuring improvements and re-evaluating program needs again. We have used the National Summer Learning Association's Comprehensive Assessment of Summer Programs (CASP) for both summer and after school programs. This tool measures 80 indicators across 9 domains.

## **11—Program Management**

Currently the program is overseen by the GUSD Program Administrator, Coordinator and Supervisor. These positions oversee the grant writing, fiscal and attendance reporting, continuous quality improvement, strategic planning, communication with site principals, other district departments, and growth and development of collaborative partnerships, in addition to overall program development, logistics, coordination and on site supervision support. . YMCA and Youth Alliance each provide a Program Director/Manager position to serve as the direct oversight of the programs they manage. Site Coordinator teams at each site manage the day-to-day operations of the program and communicate regularly with Principals and their agency Program Director/Manager.

## **General Questions**

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

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.

*See introductory paragraph to this summary section.*

## **Transitional Kindergarten and Kindergarten**

The existing program model already included TK and Kinder students at some sites. The schedule was adapted to include a rest period for younger students in addition to other changes. Gilroy Unified preschool program and Early Childhood programs operated by the YMCA will support with training staff to work with students in the TK and Kinder developmental levels. Additional staff positions will be hired to accommodate the 10:1 ratio, either by having 2 adults in 1 classroom with 20 students, or 2 separate classrooms of 10 students each.

## **Sample Program Schedule**

The ELO-P funding is being used to expand and enhance the current ASES and 21st CCLC funded Power School and Summer Learning Camp programs. Power School already meets the 9 hour day requirement, so the three new sites funded with ELO-P do as well. The Summer learning program schedule has been expanded to be a 9 hour program day for all staff and students.

## **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 school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

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Power School and Summer Learning Camp, (Expanded Learning Programs), operate at school sites and Gilroy Unified ensures use of all facilities necessary to operate quality after school and summer camp programs.

Many Power School students are either picked up by parents in vehicles or on foot, and some parents have requested that students walk home after program. To ensure safety in these cases, students are released from program early so they are off the streets before cars begin to come pick students up and so that they may make it home before dark. Our Early Release Policy includes provisions for these situations.

Due to the changing locations of summer sites for Summer Learning Camp each year, transportation is a vital component to ensuring equitable access for all students, and will be provided if the Equitable Access grant is funded.

Gilroy Unified School District has installed gates around all school sites. These gates are only open briefly at the end of the school day in order to allow non-Power School students and parents to leave, then are quickly locked again to help keep students safe on campus away from possible threats as aligned with the instructional day. Summer Learning Camp follows the same procedures as school sites during the school year.

To enhance safety during transitions, we proposed the creation of GUSD Power School Yard Duty positions—one at each site from 2:15 to 6:15. These positions are designed to assist with the daily early release of students, in line with Power School's early release policies and procedures, as well as support meal distribution. While these positions were created, they remain unfilled due to a lack of applicants. To further ensure safety, radios were purchased for all sites and cross-programmed for use during both summer and school year expanded learning programs.

Power School and Summer Learning Camp require parents to show photo identification on a daily basis to ensure that all students are only released to individuals included on the authorized pick up list that each program leader has along with their sign-out sheets. As many sites have over 160 students that need to be signed out daily, gates are unlocked at 5:45 p.m. to allow for a timely pick-up process.

All expanded learning staff wear program t-shirt and badge identification on a daily basis. As a result of ELO-P funding, adjustments to uniforms have been made in order to better meet needs and preferences of staff in various weather conditions. Options of long sleeve shirts, crew neck sweatshirts, hoodies, zip-up hoodies, windbreakers, and rain jackets now exist so that staff can easily be identified even when the weather is cold. The Power School and Summer Learning Program backpacks and/or binders carried by staff contain a copy of student emergency contacts along with a first aid kit. Another set of emergency contacts is stored in the Power School and Summer Learning Camp offices in a location that is known to all staff on site.

Site Coordinators/Directors work with Principals to ensure that our staff members are well informed about the safety plan that exists during the school day. The Site Coordinator/Director assists in planned Code Red/Blue drills as well as Earthquake and Fire drills as they would in a real emergency since they are on site most of the day and are considered part of the site staff. Site Principals assist Power School in running all drills after school and during summer so students understand the process to be followed from their expanded learning classrooms as well.

All of our programs have a schedule that outlines hourly activities, including locations and staff responsible for each activity. The schedule is available to all staff, students, families and school partners as well as police and fire departments in case of emergency on site after school, or during summer.

All of our staff are required to maintain current First Aid and CPR certification and are now being trained along with instructional day staff in how to utilize the automated external defibrillator (AED) that is available on each campus. Epi-pen training is provided for Power School and Summer Learning Camp staff in the event that there is a student identified as possibly in need of this support. Systems are

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developed at each site to ensure that our staff members have access to all medication students have on file in the nurse's office, including Epi-pens.

Site Coordinators/Directors follow their agency procedures for documenting injuries that occur during program as well as GUSD policy. These procedures include contacting parents and completing documentation for insurance purposes. Phone logs are also kept, documenting instances when contact is made with parents regarding various issues. All of our staff members are trained as mandated reporters and regularly report instances of concern.

Additional safety precautions were implemented during the COVID-19 pandemic. Power School staff and partner agencies operated the Access Centers for Gilroy Unified. These centers allowed selected students who were unable to participate in school from home, to come to campus, remain socially distanced and masked, and log in their Zoom classroom with their school day teachers. Information learned from this model allowed Power School to support the reopening of school at the elementary level in a hybrid model at the end of the 20-21 school year. Even during the 21-22 school year many safety precautions are still being implemented.

Power School staff prioritize safety above all, ensuring that youth receive the respect and care they deserve. Our curriculum offers a diverse range of enrichment activities that help students develop skills, build confidence, express themselves creatively, engage meaningfully, strengthen their connection to school, increase cultural awareness, and foster supportive relationships with both peers and adults.

To support our growing staff, we've provided desks at the district office and upgraded two portable classrooms at each of two sites offering before-school programs, all made possible through ELO-P funding. The creation of the "Power Cafe" program at one continuation high school included purchasing additional furniture and redesigning the space. Extensive work was done to bring the facility up to safety standards for student use, and a detailed list of needs is being compiled. Additionally, shade structures were added at certain sites to improve program operations during afternoon hours.

Gilroy Unified School District is implementing the Second Step curriculum in classrooms K-5 and Character Strong at the secondary level. Power School staff are being trained in each curriculum and are identifying ways to support implementation after school. As these programs are new to the district after the pandemic it will take some time to work it into the existing model described below.

Diligent effort has gone into developing a Positive Behavior Intervention and Supports (PBIS) model that incorporates multiple comprehensive programs including CHARACTER COUNTS! and the 41 Developmental Assets. These programs are embedded throughout Power School and enable students to improve their academic skills and support the positive development of our youth in a safe, healthy, respectful environment.

PBIS is a district-wide initiative embraced by our Leadership Team. It requires a mind-set shift for most staff, by maintaining high expectations for behavior while highlighting the positive as much as possible. PBIS requires remaining calm and positive while addressing unwanted behavior and using those as teaching moments with consequences, not punishment. Engaging students in identifying behavioral expectations and maintaining consistency across school day and after school are important components.

CHARACTER COUNTS! is an approach to character education that doesn't exclude anyone. Its programs and materials are based on six ethical values (characteristics) everyone can agree upon — values that are not political, religious, or culturally biased.<sup>1</sup> The 6 pillars of character- Trustworthiness,



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Respect, Responsibility, Fairness, Caring, and Citizenship- are a common language the whole community can use.

Developmental assets are the positive values, relationships, skills and experiences that help children and teens thrive. Young people with high asset levels are most likely to make healthy choices, while those with lower asset levels are more likely to get involved with negative or risky behaviors like violence, trouble in school, drug and alcohol use and more. (Search Institute created the developmental assets framework. For more information, visit [www.search-institute.org](http://www.search-institute.org).) Some examples of Developmental Assets that are directly impacted by participation in Power School include; 3- Other Adult Relationships- youth receives support from three or more non-parent adults; 5- Caring School Climate- school provides a caring, encouraging environment; 10- Safety- Young person feels safe at home, school, and in their neighborhood; 18- Youth Programs- Young person spends 3 or more hours per week in sports, clubs, or organizations at school or in the community.<sup>2</sup>

YMCA is using the Devereux Student Strengths Assessment (DESSA), a nationally-normed behavior rating scale designed to assess social-emotional competencies of children in grades K-8, with all Power School students, and we are looking at taking this tool program wide.

The SPARK program engages kids in non-competitive physical activities to help them develop healthy lifestyles, motor skills and movement knowledge, social and personal skills.

1- Josephson Institute Center for Youth Ethics, <https://charactercounts.org/program-overview/six-pillars/>  
2- Project Cornerstone- <http://www.projectcornerstone.org/html/developmentalassets.html>

### **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.

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Detailed analysis of various factors guide the decisions made regarding operation of Power School and Summer Learning Camp. More details regarding the data and analysis are available in the Vision, Mission, Purpose section of this application. In general, we have identified needs in the areas of:

- Reading, literacy & math intervention at schools identified by the district. Intervention is provided by Talentnook & Mind Research Institute (ST Math)
- homework support for students whose parents may not have the resources available to help them,
- strategies for becoming physically healthy and developing and maintaining a life-long healthy lifestyle,
- 21st Century Skills- especially communication, collaboration, creativity, and critical thinking (4 Cs), technology, and rigor, relevance and relationships (3 Rs).
- English Language support, and
- prevention strategies to continue the strong effort being made across the community to give students strategies and support for staying out of gangs and handling negative situations,

Power School after school program dedicates time for each of the areas of need identified above. Each day program provides support with homework, a healthy snack, fun engaging physical activity, and an enrichment component that provides opportunities for students engage in hands-on project based learning and opportunities to practice use of the English Language (with many staff being able to support with understanding new concepts in Spanish). Often, enrichment curriculum is tied to college majors or possible future careers to expose students to various areas of study that may interest them. All of this is

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provided in a positive atmosphere that builds students confidence in themselves and their abilities, and builds relationships with caring adults at school which reduces the desire to become involved in gangs. Most projects include students working in teams to create a culminating product that they then present to the rest of the class holding one another accountable to agreed-upon tasks.

Power School before school program offers an academic intervention component in addition to social development opportunities. When the position has been filled, a certificated teacher helps students with literacy and math, otherwise, partner agency staff operate the entire before school program.. ST Math (JiJi) program is used on iPads with students who are struggling with math as it supports in identifying academic deficits for participants and working to fill those gaps on a case by case basis through fun activities that help one comprehend the mathematical principles. Additionally, students who aren't also in Power School after school are able to get support on homework during this daily 90 minute component, which may also be used more for child care for families that need to drop students off at school before the regular day begins. .

Summer Learning Camp is completely designed around a College, Career and Community theme with weekly themes being majors or areas of study such as Biology, Zoology, Business, Art, etc. The daily components of the 6 week, 9 hour/day program include Science, Technology, Engineering, and Math (STEM), Visual and Performing Arts (VAPA), and Healthy Living/Activity. Staff members are trained by district teacher coaches in English Language Development Strategies so they are able to provide quality support for students as they work to attain mastery of the English language. Each day during homeroom our students also take time to learn meditation strategies to calm themselves when stressed so that they can respond rather than react to difficult situations. Enrichment curriculum is designed to provide opportunities to practice the 4 Cs and 3 Rs. To help students with their math & literacy skills we have added Scholastic LitCamp and ST Math (JiJi) as part of our core day academic intervention for students. Additionally, each Power School Site Coordinator/Director is viewed as a member of the staff on site. They work closely with the principal and teachers to ensure that site specific needs are being addressed in a manner that supports the work the school day is doing as well as Power School program components.

More details regarding the data and analysis are available in the Vision, Mission, Purpose section of this application. In general, we have identified needs in the areas of: •homework support for students whose parents may not have the resources available to help them, •strategies for becoming physically healthy and developing and maintaining a life-long healthy lifestyle, •21st Century Skills- especially communication, collaboration, creativity, and critical thinking (4 Cs), technology, and rigor, relevance and relationships (3 Rs).•English Language support, and•prevention strategies to align with community effort.

Each day program provides support with homework, a healthy snack, fun engaging physical activity, and an enrichment component that provides opportunities for students to engage in hands-on project based learning and opportunities to practice use of the English Language in areas that interest them (with many staff being able to support with understanding new concepts in Spanish). All of this is provided in a positive atmosphere that builds students confidence in themselves and their abilities, and builds relationships with caring adults at school which reduces the desire to become involved in gangs. Power School before school program offers an academic intervention component with a certificated teacher identifying academic deficits for participants and working to fill those gaps on a case by case basis.

Super Power Summer Camp was completely designed around a College, Career and Community theme with weekly themes being majors or areas of study. The daily components of the 6 week, 6 hour/day

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program include (STEM), Visual and Performing Arts, and Healthy Living/Activity. Staff members are trained by district teacher coaches in English Language Development Strategies. Each day during homeroom our students also take time to learn meditation strategies to calm themselves when stressed so that they can respond rather than react to difficult situations.

Power School and Summer Learning Camp are designed to provide resources, reinforce skills, engage students in meaningful opportunities to connect with grade level content, and provide time for independent reading.

Power School coordinates with classroom and intervention teachers to ensure students receive the most academic support available. We also implement instructional and management strategies used during the school day including Thinking Maps, Whole Brain Teaching and English Language Development strategies.

Many Power School students have circumstances that impact their ability to focus or even try at school. The program is designed to support the social-emotional development of our students. Our high level of collaboration with schools and local community based organizations enables us to make referrals to a larger system connecting students to mental health and other services when needed.

The Program Administrator has witnessed a dramatic improvement in at-risk students grades due to having a positive relationship with her as an after school teacher leader. Students who otherwise felt that teachers and school day staff didn't like them were known for behavioral issues and lack of trying in school, demonstrated marked improvement in classroom behavior and grades. Having positive relationships with staff at school often helps motivate students to be successful despite these challenges. Meditation is another research based strategy that Power School and Summer Learning Camp incorporate into the program day. Restore for Kids My Time and Our Time Program is a dedicated time for students and teachers to reboot and recharge through the practices of restorative breathing and meditation. Evidence has already shown that after participating in this program, students and staff members are able to contain their emotions, settle themselves, and think before reacting to difficult situations. - <http://www.carrythevision.org/restore/>

Prior to the pandemic, Power School preferred to write relevant curriculum to meet the needs and interests of students, while also addressing needs of our community, incorporating instructional strategies from the school day that our staff have been trained in, and also adapting to suggestions of changes due to observations and program assessments. Through the process of our program evaluations, we have discovered that the quality of curriculum being written is not at the level of our pre-pandemic curriculum. Power School is now in the process of considering purchasing a curriculum that will better support the hands-on project based learning activities that we provide at a higher quality. We are looking for curriculum that will scaffold skills so that students have the opportunity to master new skills. We are going to pilot curriculum and gather feedback from students to ensure there is a high level of engagement and that the interest and relevance components are still strong. Our primary interest is to find curriculum that will be as flexible as the content written by our team.

With the implementation of Quality Standards for Expanded Learning Programs we have discussions, gather feedback, and implement surveys among Site Coordinators and Assistant Site Coordinators, program leaders, parents, students, school day teachers, and principals. The information gathered helps to inform curriculum and training, strategic plan revisions.

Some of these identified changes based on conversations with principals, include a need to pilot technology integration within enrichment lessons at some sites. Some principals are very open to Power School having access to all existing technology within the classroom and would like additional support in helping students to become technologically prepared. We have begun incorporating ST Math into homework time for students who do not have assignments. Using iPads, students engage with math problems through the interactive ST Math platform.

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As has been the case for years, our leadership team makes suggestions to each site regarding improvements that can be made after observing program. Additionally, we make program wide decisions about the direction for curriculum or training needs after observing all sites and seeing program wide needs. Including Site Directors/Coordinators in this process will help as well because they will be able to see strategies at other sites that they want to implement at their own.

The Power School team wasted no time during the COVID-19 shutdown. In order to make the best use of time, Site Coordinators/Directors began meeting online and planning Summer Learning Camp curriculum with the idea that program may end up in person or virtual. A subset of staff also supported GUSD in cleaning chromebooks and removing power cords from storage/charging carts and supporting IT with preparation for distribution. Power School staff also rode school buses to help deliver food to the students that lived in rural areas and were relying on food from school.

Once students had chromebooks and the district began distance learning, Youth Alliance Power School staff reached out to families to see what resources were needed. The work that went into the virtual summer program ended up being used to offer engaging virtual after school program for students while students were doing distance learning.

Key staff became excited about Google Classroom and how they could make a “place” for students to come together and connect with each other and get support from Power School staff. Three sessions were developed for the various topic areas Homework support, Physical Activity, and Enrichment of various topics were all designed to allow students to come together and connect and get needed support. We also had a lot of experience operating Distance Learning Access Centers and would be able to work with partner agencies to set those up again in order to ensure ALL students have access to learning despite the level of internet access or technology skills at home.

If needed, we would make use of everything we have learned so far, and quickly jump back into a virtual model along with access centers. Changes in the contracts that had to go to the board for approval were adjusted in the current contract to allow for flexibility for program to operate however needed.

### **3—Skill Building**

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

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Power School and Summer Learning Camp have been writing enrichment curriculum for the last 13 years that has incrementally improved on its ability to ensure students have the opportunity to practice communication, collaboration, creativity, and critical thinking with topics and activities that are rigorous, relevant and help develop relationships between topics as well as people. The quality of the curriculum will always continue to improve. It is written in alignment with programmatic themes (college, career, and community) and learning goals, with a gradual release of responsibility model, and each week builds on developed skills and culminates in a final product. During the pandemic, there was a significant departure of staff at each of our partner agencies (Youth Alliance & YMCA). This prompted our leadership team to seek curriculum partners who could help fill the gap left by the loss of in-house curriculum development experience. Partners such as Play Well Teknologies, First Tee of Silicon Valley, Scholastic, ST Math, Resource Portal, FORXA, 6th Street Art Center & Studios, Be The Change, zSpace, UB Tech, Strawbees, and STEMscopes contributed by providing more hands-on learning opportunities for our students.

In past summers our students participated in the YMCAs Thingamajig Invention Convention and staff saw firsthand how creative and engaged students were when given the opportunity to invent, receive feedback and learn from mistakes as they continued to improve their invention.

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Summer 2021 included new levels of collaboration between middle school teachers bringing fun STEAM based engaging activities along with training for staff. A new collaboration with Saved by Nature also developed as our program begins to refocus back on the importance of environmental literacy. We are actively searching for ways to connect students with nature as we see that as a part of the solution to increased needs post pandemic. In Summer 2024, we introduced new curriculum collaborations with Scholastic and ST Math. Additionally, we purchased STEM-focused curriculum for the program. iPads were essential for students to engage with the ST Math program, which was piloted over the summer and is being implemented during after school hours. Laptops were provided to Summer Learning Camp staff to access the new curriculum, and Viewboards were installed in classrooms. After the challenges of the pandemic, our Summer Learning Camp organized local field trips to explore marine biology, zoology, nature, and local businesses. Field trips were reinstated in the Summer Learning Camp to offer students opportunities to broaden their experiences. Some field trips required student entrance fees, and all required bussing.

I think we could talk more about First Tee, FORXA, Talentnook, and describe what these resources are giving students opportunities to learn about.

2- Getting Smart- About SAMR-

<http://www.gettingsmart.com/2013/07/using-samr-to-teach-above-the-line/>

### **4—Youth Voice and Leadership**

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

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Gilroy Unified, YMCA, and Youth Alliance all understand the value of youth input in program design and solicit ideas for extracurricular activities that will enhance the program and promote a sense of youth "buy-in". Students are intentionally involved in the leadership, design, implementation and improvement of the program in a wide variety of levels ranging from the overall planning, to day to day opportunities to lead and make program choices, to participation on a student council. At the core of the long term planning is a year round student council, which focuses on engaging youth involved in both the after school and summer programs. During the school year, student council meetings take place in the Power School office, as most sites have a classroom that houses the Site Coordinator/Director, Assistant Coordinator/Director, and Power School supplies (these spaces are often shared with parent club or other campus groups.) As program operates at different sites each summer, locations for summer student council varies depending on space available.

Student councils are a vital resource in incorporating student input into the development and implementation of the program. These student councils look slightly different at each site, especially based on the age of students. At the elementary level the council consists of two representatives per grade level (at the smaller site they come from the same classroom, however at larger sites each class sends one person) with the older students serving as mentors to the younger students to help them develop as leaders in the program. Meeting once every other week (one site meets weekly), this group plans the recreation component of program, any "rainy day schedule" activities, as well as researching and planning a service learning component. At the middle school level this council consists of two student representatives per grade level and rotates participants every two months to allow for as many youth to be involved as possible. The council representatives work to identify current issues affecting program and content needs, using pre and post surveys, classroom polls, and group discussions to solicit input on program design and gather feedback on the wants, needs, and thoughts of participants. The information

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they gather from their class is then brought to the council and discussed. The council utilizes the results to make concrete, evidence based decisions about changes and improvements to the program. Minutes from the meeting are typed as the discussion occurs and council members return to their classroom and present the results to their peers. As an example, this council feedback model has been used to re-design snack time, club rotation procedures, and identify topics and projects of interest to help guide development of curriculum.

Power School is working to develop a new method of information gathering called Listening Sessions. At first this process will begin with staff participating in the session to share feedback in a circle type atmosphere and will then expand to staff leading parents through the same process in order to ensure that our most underserved populations have the opportunity to be heard. Implementation of this model with students will give us yet another method of gathering authentic data from students and will give students the opportunity to explore concepts and viewpoints in more depth and will hopefully lead to bigger impact on overall program quality.

The Power School Program includes opportunities for all youth to take leadership roles while participating in the program. Beyond participation on student council, club time provides cross grade level collaboration allowing older students to provide mentorship and leadership for the younger students. As another method for incorporating student input in curriculum, our clubs are regular opportunities where students are encouraged to pursue enriching interests along with peers and adults who share these interests. Staff works with the youth to develop club content, and these groups meet on Wednesdays (early release days for elementary school, giving Power School an extra hour per week) and Fridays when students often do not have homework.

Clubs usually run twice a week for 6 to 8 weeks. Samples of club topics include computer skills, web page design, robotics, science, culinary arts, photography, fashion design, movies, art, music, dance, theater, 80s, comics, jewelry making, woodworking, healthy cooking, international cooking, and Latino cultural history, just to name a few. Basically, if the students dream it, and enough agree, staff develop club curriculum for it! One site successfully started a recycling club where they recycled water bottles from snack and donated the money. Students created a schedule, which changed every two weeks, for selecting students responsible for collecting bottles and making community announcements. They even developed a system to incorporate training for replacements.

Moving forward we plan to implement additional components including student self-selected planning areas or subcommittees. These may include curriculum development, event planning, and program themes as well as other program areas. Students will meet with program staff on a regular basis to work on the planning of these areas and then report back to student council at the routinely scheduled meetings. Students will work with program staff to create events that participants want to be involved in. Events will encourage family participation and allow the youth to have a leadership role not only with their peers but with their family members as well.

Also, since our high school students have a mandatory community service requirement we will utilize them to meet with council members and help coach and mentor them providing further youth engagement. Gilroy and Christopher High Schools and Gilroy Early College Academy all participate in the Gilroy Rotary sponsored Interact Clubs. Ideally we will have a component in Power School at the middle school level that brings in HS volunteers from the Interact Club, to teach Power School students the ins and outs of community service. If all goes well, we may even be able to coordinate a more intensive program during Summer Learning Camp

Youth also have opportunities to participate in long-term projects, such as school gardens and service learning projects. The former will incorporate nutrition education and science and math content from the

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school-day curriculum. The latter will promote leadership skills such as planning and organizing projects, decision making, public speaking, and advocacy.

### **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.

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GUSD's Wellness Policy was revised in 2013 and included a large stakeholder group consisting of health experts from across the county, including the Power School program administrator and YMCA of Silicon Valley, our partner agency with a focus on fitness and wellness. In addition to following our district wellness policy, Power School and Summer Learning Camp also follow the National AfterSchool Association's healthy eating and physical activity (HEPA) standards.

GUSD Child Nutrition Department has developed separate snack and supper menus for Power School each month that meet the nutrition requirements as stated in Article 2.5 of Chapter 9 of Part 27, California Education Code (EC) Section 49431. True to the nature of the collaboration, Site Coordinators provide feedback from students regarding preferences for certain snack components to the Satellite Kitchen Operator who shares that information and the suggestions are represented in the following month's menu. GUSD participates in the National School Lunch Program and receives cash reimbursements for after school snacks that meet nutrition requirements. Summer Learning Camp provides both Breakfast and Lunch through GUSD's participation in the Seamless Summer Program. YMCA sponsors, through the USDA Child and Adult Food Care Program (CACFP) - At-risk Meal Program, Power School sites for serving supper to our students daily and GUSD vends these supper meals. Second Harvest Food Bank has donated food warmers so that we may serve warm supper and is supporting Youth Alliance with the cost of daily overages, as ordering exact numbers of meals is not possible.

Over the years Power School and its partner agencies have focused on health for all students and their families. Originally, YMCA and our previous partner MACSA collaborated to create Proyecto Movimiento a separate grant to help address the fact that Gilroy has the highest rate of obesity and diabetes in Santa Clara County, especially among our Hispanic population. This program brought much needed resources into our community. Power School students and staff gained knowledge and experience from that program. As that grant ended, YMCA of Silicon Valley collaborated with Region 5 After School Partnerships to develop Comida Sana, Vida Activa (CSVA)- Healthy Food, Active Living- which is a program funded by a grant from the Network for a Healthy California. The goals of the program were to increase food security and physical activity levels and improve eating habits. To that end, CSVA staff provided support to after school program leadership, site coordinators, and program leaders across Region 5. These services included staff training on nutrition education curricula and structured physical activity, on-going consultation and coaching support to develop a sustainable program, and mini-grants including a 'seed' grant for a gardening program. They also supported sites in implementing taste test activities through Harvest of the Month, conducting Rethink Your Drink Campaigns and providing incentives for participating children (water bottles, wrist bands, etc.) Although this grant has since ended, it was successful at establishing many healthy practices and activities within our program and many of the components are still in place.

Additionally, we support the School Link Services (SLS) Coordinator as she collaborates with St. Joseph's Family Center and Second Harvest Food Bank to provide food monthly to 7 school sites within Gilroy. Power School helps to distribute food after the pantry closes at 3:30 p.m., as Power School families don't pick up until 6:00 p.m. Staff have parents enter their name, address and number of kids and adults in the

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home in the Food Pantry binder and submit it to the SLS Coordinator the following day. On average about 500 families per month are served.

Through our collaborative partnerships with wellness organizations such as the Santa Clara County Public Health Department and YMCA of Silicon Valley, Power School maintains a focus on the need for nutrition and physical activity education for students and families.

We use the research-based SPARK and Santa Clara County Office of Educations Fit for Learning curriculum to engage kids in nutrition and health education. Students participate in moderate to vigorous physical activities, for between 30 and 45 minutes daily, that will help them develop healthy lifestyles, motor skills, movement knowledge, and social and personal skills.

Another research based tool that Power School uses in collaboration with SCC Public Health Department is the Coordinated Approach to Child Health (CATCH). SCCPHD gave each site a box of curriculum as well as training so that Power School staff are able to implement it well.

In past years Power School staff members have assisted with the state fitness testing and became very aware of what was being asked of students and saw firsthand the students' inability to complete some of these activities. At that point, Site Coordinators made adjustments to the physical activity component to make sure students have the opportunity, often weekly, to run a mile and perform specific stretches. A detailed analysis of the progress of Power School students compared to non-Power School students on these assessments is due.

As part of the past focus on training as described in the previous section, many of our staff have been continuing to use nutrition lessons and also writing their own nutrition lessons. Super Power Summer Camp used to contain an entire strand on healthy cooking where students were taught various healthy recipes that they could easily prepare for themselves at home. That has now been condensed to a sub-component in the healthy living strand, due to the difficulty of purchasing fresh ingredients daily for over 700 students.

Through our collaboration with the YMCA we participate in a number of county, regional and federal initiatives, such as First Lady Michelle Obama's Let's Move!, the YMCA of the USA's Healthy Eating/Physical Activity Promise for After School, and the Afterschool Alliance/ National Institute on Out-of-School Time (NIOST) that foster and disseminate effective health and fitness practices for students and their families.

We collaborate with the Santa Clara County Public Health Department as they provide training for staff, students, and families in various areas and we expect this to be an area of focus in our revised strategic plan.

As part of the California Department of Public Health's Champions for Change initiative our local health department is able to offer:

- A 3-class series for middle school students including Building a Healthy Plate, What's on a Label?, and Rethink Your Drink.
- A 5-class series for elementary students called Power Play! These topics include, How much do I need?, Fixin' Fruits & Veggies & Taste It!, Rainbow Mysteries, Advertising Power, and Power Up Challenge.
- 5 classes for parents (available in both English and Spanish) including, Build a Healthy Plate, Planning Healthy Meals, Shopping on Budget, What's on a Label?, and Rethink your Drink.
- Harvest of the Month info sheets and recipe cards a school events as well as cookbooks and yoga book giveaways in both English and Spanish.

Power School also supports various health related events at schools such as a Resource Fairs at all school sites that bring together all the resources available to families including the Champions for Change initiatives mentioned above as well as resources in the areas of physical and mental health, drug and alcohol addiction, etc. Power School hosts a table at these fairs in order to hand out Summer Learning Camp applications and provide fun physical activities for students to participate in.



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Power School staff model both physically and mentally healthy lifestyles by being cognizant of their behavior and living what they teach. Truly practicing self-care shows students the importance of healthy living.

Not only do staff avoid bringing soda on campus, most bring water bottles, showing the importance of keeping hydrated. In past years, Power School purchased water bottles for student and staff to use during summer so everyone can stay hydrated, without adding to landfills.

Due to the very specific requirements of the funding sources that provide both snack and supper, staff are not allowed to eat meals with students, however some may bring healthy snacks from home so they can join their students at meal times. Program content often has a health focus such as healthy cooking lessons which are written by staff so they can bring recipes from their own lives in order to teach students that eating healthy can still taste good. Gardening is a component at many Power School sites, teaching students directly how to grow food.

During the physical recreation component, staff participate with the students as best as they can while still maintaining high levels of supervision. They model, along with students, how to perform specific stretches and exercises. They engage with students in games and activities modeling lifelong habits and enjoyment of being physically active.

To effectively teach the meditation component, it is crucial for staff to have developed their own personal practice, enabling them to guide students and share their insights. Ongoing staff training has demonstrated that the more staff meditate on their own, the more enthusiastic they become in teaching these skills to students, which leads to greater student engagement. We have partnered with Effective School Solutions to offer our staff training in Mental Health First Aid, the Trauma Attuned Model, and the Nurtured Heart Approach. Additionally, we provide coaching sessions that focus on building classroom structure and boosting leadership confidence. The coach from Effective School Solutions supports training, implementation, and program evaluations. We also collaborate with various behavioral and mental health agencies to offer staff support at school sites in greatest need. Currently, we are partnering with Amergis, Effective School Solutions, Pacific Clinics, RO Health, Carry the Vision, Be The Change, and PiQE.

Staff follow the PBIS, Olweus, Character Counts, and 41 Developmental Assets components which all contribute to the development and maintenance of an emotionally safe and healthy culture and environment.

I think we can also talk about Amergis and Pacific Clinics here and describe the behavioral health supports.

### **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.

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Each site has a large banner indicating the program name, hours, and site cell phone number in a prominent location. During the pandemic we found that target student families may not respond to the standard email/electronic communication method as they may not have internet access or a consistent phone number. In order to ensure we are meeting the needs of our target student audience, personal phone calls are made in English and Spanish, to families that allow staff to have a personal connection and help identify other barriers they may have to participation in program, or even school.

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Power School and Summer Learning Camp had become so popular that students must be turned away from many sites, and now due to staffing shortages and beginning the year with reduced numbers we are growing our waiting lists. Applications with dates and school site locations (with addresses) for summer camp are sent in both English and Spanish to targeted students.

Past marketing strategies used are the creation and distribution of a brochure that includes 21st Century Learning and Common Core information (4C's, 3R's and LIAS Principles) targeted to educational and community leaders, and brochures for families in English and Spanish that inform families about what Power School is and include contact information. These brochures also depict, using logos, all the community partners that support students through Power School. Basic communication with parents occurs in both English and Spanish, via website, bulletin boards at each school, automated phone calls, emails, texts, and fliers. Information is shared via presentations at English Learner parent meetings and evening events at the school such as Back-to-School Night.

As the program is in the process of refining our vision and mission statement we are also in the process of revising our materials and will ensure that parents also have access to the 21st Century Skills information in both English and Spanish.

At sites with no waiting lists the program is included on the marquee in the front of the school and informational flyers are sent home with all students in both English and Spanish. Teachers and principals recommend program to parents of specific students who are in need of the services, and informational letters and applications are mailed home to targeted students.

As the program quality and reputation has improved over the years we learned that we must share more details about the purpose of the program and who it is intended to serve because we had more and more parents enrolling children, but picking them up when convenient on their way home from work. Parents now understand that Power School is a comprehensive program that provides the most benefit to students when they attend for the full program day.

Due to the level of interest in Power School for the past few years, the application packet now includes an enrollment process page indicating the steps used to enroll students and develop a waiting list. This document informs parents that priority placement is given to targeted Power School participants and those that attend until at least 5:45 p.m. daily, (although program operates until 6:00 p.m.) The document also states that targeted Power School participants are those struggling academically, or considered to be in one or more of the following categories: English Learner, Low-Income, Foster Youth, and/or Homeless. Sites that have waiting lists are able to enforce attendance and release time requirement by informing parents that students on the waiting list would appreciate the opportunity to stay for the full program day, every day. We have seen a large improvement in both attendance and number of students staying until the end of program.

Power School has a much greater percentage of students in targeted categories than the overall school district, however, the program is still a heterogeneous mix of students from various demographic categories.

To foster relationship-building among Power School staff, school site principals, and families, we organize family engagement events in collaboration with partners like 6th Street Studios and Art Center, Play Well Technologies, and others. These events provide opportunities for activities that encourage connection and strengthen relationships among all participants.

### **7—Quality Staff**

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

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Partner agencies YMCA and Youth Alliance recruit program leaders with experience working with elementary and middle school youth, passion and desire to work with this age group, interests and expertise related to our enrichment programming, and our community's cultural competency needs. All

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Power School and Summer Learning Program staff are required to meet minimum NCLB qualification requirements which include meeting GUSD's instructional aide qualifications of an AA degree or equivalent units (48 semester units). Those who do not meet this requirement will be required to pass GUSD's after school program instructional aide test. GUSD provides tutoring sessions with a retired math teachers a few times a month. All staff and adult volunteers undergo a health screening (TB clearance) and FBI and DOJ fingerprint clearance. Site Coordinators/Directors must have experience coordinating after school or student support programs and managing staff; familiarity with our community and target populations; ability to work cooperatively with diverse student and adult groups; and a Bachelor's degree is preferred but not required. To enhance staff retention and attract qualified candidates, the YMCA and Youth Alliance have increased their pay rates with the support of ELO-P funding.

Power School, Summer Learning Camp and partner agencies continue to strengthen relationships with Gavilan Community College and San Jose State University, while developing a relationship with California State University of Monterey Bay's Education Program to find student interns or trainers. Multiple leadership team members were involved in the Puente program while in college and they continue as Puente mentors now. As the Puente program's mission is to increase the number of disadvantaged students who earn college degrees this is an ideal pool of college students to recruit from for Power School and Summer Learning Camp. Partner agencies also participate at college fairs at Gavilan Community College, and also have coordinated volunteer opportunities with specific instructors. These students who serve their volunteer hours are then prime candidates to be hired as soon as they meet their 48 college credit requirement.

Partner agencies YMCA and Youth Alliance coordinate all recruitment and documentation (including fingerprinting and TB testing) of volunteers to support regular paid program staff members. Partner agencies work with local Gavilan College instructors to coordinate opportunities for college students participating in service learning projects, which has led to paid positions for some college students who were motivated by their experience. Although a few parents volunteer for some projects, by far, most of the program volunteers are high school students. A majority of these high school student volunteers were past student participants in Power School and/or Summer Learning Camp.

Gilroy Unified has an 80 hour volunteer requirement for high school graduation, however many students surpass that requirement by supporting our program year round. Some students who age out of Summer Learning Camp simply continue to participate through high school as volunteers.

Due to their high level of understanding and experience in the program, some of these past participants have passed the exam and become excellent program staff after graduating from high school. Some of those students now meet the 48 college credit requirement and have been hired on as very highly prepared and qualified staff. Having past program participants return as volunteers provides a deeper connection to the community.

Program expectations of professionalism for volunteers are very high, although most understand the expectations and are able to rise to them, there have been instances where, after coaching and training, students were no longer allowed to volunteer within the program.

As part of our ongoing commitment to continuous quality improvement, Power School and Summer Learning Camp prioritize program assessment and observation as key tools for identifying areas of need. While our staff has become highly skilled over the years, we all agree that there is always room for improvement, and with new staff joining regularly, it's essential to revisit the fundamentals. Fortunately, thanks to the talent and diversity within our growing leadership team and Site Coordinators, we have the ability to provide in-house training on a variety of topics, including: PBIS, Whole Brain Teaching, classroom management, Character Counts, Olweus, 41 Developmental Assets, designing engaging program activities, Gradual Release of Responsibility, lesson delivery, effective homework support,

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English Language Development (ELD), Thinking Maps, Common Core Standards, integrating youth development assets into programs, child abuse prevention, SPARKS physical fitness, CATCH and other appropriate physical activities, Restorative Justice, Restorative Circles, Restorative Breathing/meditation, and any other needs that may arise for program staff. Power School staff are also receiving training in the Trauma Attuned Model, Nurtured Heart Approach, and Restorative Practices. The development of restorative systems, supported by these new positions, will help identify next steps for continued growth. Additionally, Fred Jones training was introduced for Power School staff to ensure alignment with school-day training.

We have used the National Summer Learning Association's Comprehensive Assessment of Summer Programs (CASP) for both school year and summer programs. Additionally, program partners use regular employee performance reviews, and a staff/volunteer observation tool. These tools measure areas of general strengths and target areas for improvement across a variety of domains. The results are based on a rubric outlining best practices for effective after school programs. Examples of domains include explicitly teaching the daily objective, having the ability to ask questions and encourage critical thinking, skill building, checking for understanding, student engagement, fostering positive relationships between student and families, classroom management, evidence of character development, and evidence of ELD strategies. The results determine the professional development and coaching opportunities for staff and volunteers.

Additional areas requiring professional development are provided by other departments or program partners, some examples include diversity, service-learning, working with children with special needs, risk management, first aid, and CPR certification. YMCA and YA Site Coordinators/Directors will attend Region 5's capacity-building training of trainers and other workshops. Program leaders will participate in YMCA of the USA certification courses in child development. Site and Program Directors will be trained in areas such as diversity and inclusion, supervision, fiscal management, program planning, and group work. Youth Alliance and YMCA's leadership will attend the Region 5 Developing After School Leaders series. Partner agencies will also use weekly staff meetings and program evaluations—including twice yearly visits by YMCA leadership to each site—to train staff, problem-solve, continually improve programs, and identify ongoing staff training needs. Like YMCA and Youth Alliance, leadership will conduct periodic site observations and will elicit staff members' input to plan future training modules. Staff will have opportunities for cross-agency training in our partners' areas of expertise.

Agency partners ensure that Site Coordinators/Directors are aware of their supply budget and use those funds to ensure staff have needed supplies for program and club operation.

### **8—Clear Vision, Mission, and Purpose**

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

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ELO-P funding is allowing the work completed by the Power School program to expand and brings additional resources to ensure more progress towards purpose.

During the pandemic, many of the needs described in data below became evident as families seemingly operated in "survival mode". Although in many ways restrictions are loosening, these families are still experiencing many of the same struggles. Power School is collaborating with various resources in the community to help ensure families are connected to what they need.

The data on needs of our students and community were identified by analyzing district data regarding Free/Reduced Lunch Rate; English Language Development progress; demographic information regarding race, ethnicity, and parent education level; student results on ELA and Math CAASPP; truancy;

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attendance; student discipline information, suspensions and expulsions; and physical fitness results. Additionally, we work with community partners like the South County Youth Task Force that is a collaborative including Gilroy and Morgan Hill Police Departments, Recreation Departments, Superintendents and Mayors. This task force was developed in 2012 to find the best ways to address the effects of violence and gangs on youth in our community and has been committed to assessing the needs of the community and available resources and making sure all are aligned as efficiently as possible, all while bringing in additional resources to serve unmet needs. (The South County Youth Task Force paid for our original staff training in Restorative Breathing/meditation and is very supportive of Power School and Summer Learning Camp continuation with meditation training for our students, staff and families.) Currently, 54% of district students qualify for Free or Reduced Price Meals, however 70% of current Power School students fall into that category, indicating that our attempts to recruit targeted students is working.

At the six targeted Power School sites, collectively, 58% of 4,223 students receive free-or-reduced-price meals (FRPM) which represent socio-economic disadvantaged (SED) students (sites range from 36% to 73%); and 30% are English Learners (with sites ranging from 21% to 48%). From past years, based on the English Language Arts CAASPP assessment there are dramatic skill gaps between SED students and non-SED students, ranging from 14% difference to 36% difference. The percentage of students scoring Met or Exceeded in ELA across these schools ranges from 14% for SED students to 68% for non-SED students. This gap also exists when the focus is placed on degree of English Language Development (ELD). On average 54% of non-ELs Met or Exceeded standards while only 4% of ELs did. At Brownell, for example, only 1% of ELs met or exceeded standards in ELA while 60% of non-ELs did. When looking through the lens of ethnicity, at Brownell 75% of white students met or exceeded standard and only 40% of Hispanic/Latino students did. These subgroup populations need added support to have equitable access to the curriculum and the basic academic skills that are crucial to success in school and in life.

Gilroy has the highest percentage of families living in poverty of any city in Santa Clara County. Latinos are dramatically over-represented at the lower end of the economic spectrum with 16.8% of Latinos living in poverty in Gilroy as compared to only 3.8% of Non-Hispanic whites. A large proportion of our Latino families are "working poor," with parents struggling to house, feed, clothe, and insure their families. In addition to economic pressures, many parents face other obstacles to supporting their children's education. Of the parents that reported education level at Glen View, 26% of parents are not high school graduates, and another 31% have a high school diploma but have not gone to college. At the same school 66.5% of students were not proficient on ELA on CAASPP in 2017. All too often, parents lack the educational skills, English literacy, or understanding of the educational system needed to support their children's educational advancement.

The Healthy Choices and Behaviors section mentions Gilroy having the highest rates of diabetes and obesity in Santa Clara County, so I will only briefly discuss the data here. The 16-17 state physical fitness data shows that only 18.5% of 5th graders and 21.5% of 7th graders met 6 of 6 Healthy Fitness Zone standards. 48% of students qualify in the Needs Improvement or Needs Improvement- Health Risk categories for both Aerobic Capacity and Body Composition. Specifically, 28% if students are at Health Risk due to body composition. Further analysis is necessary to identify whether or not Power School's health and nutrition components have had a measurable impact on students.

On September 6, 2016 I presented to the school board a detailed analysis of the data above and how students participating in Power School compared in many areas to students not participating in Power School. (Again, I have a Power Point presentation that I would love to include here to help clarify this data, however, it's left to my narrative description.)

What I discovered was that when looking at the "unduplicated" students (Free/Reduced, ELL, Foster, Homeless) and adding students who may not qualify as at-risk in one of those categories but scored at level 1 (Not Met) on CAASPP the percent of overall GUSD students is 59%, however that same

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population constitutes 79% of Power School students. This is evidence that Power School has done an excellent job in targeting the neediest students in our community. When looking at site specific percentages, there are a couple of sites we have identified for review because it seems that improvement could be made in that area.

Additional Power School specific data presented to the board included the Chronic Absenteeism Rate where GUSD overall for 15-16 was 10%, however Power School was only 7%. When I broke the data down even more, I was surprised to identify that when looking at the students that attended Power School greater than 50% of the year (over 75% of our students) the chronic absenteeism rate was only 4%! This led our leadership team to the realization that approximately 25% of our students attended less than 50% of the year and that group had a 14% chronic absenteeism rate during the school day. This group of students also seemed to include higher rates of ELLs, socioeconomically disadvantaged youth, a higher percentage of students with parents who had not graduated from High School or only had a high school diploma, etc.

Although Power School students only make up 28% of the population of elementary sites that have Power School, our students were involved in 38% of the total discipline incidents during the school day, 43% of the "disruptive/inappropriate behavior", and shockingly 74% of the bully/harass/threaten incidents.

On September 6, 2016, a detailed analysis was presented to the school board regarding the data above, comparing students participating in Power School with those not participating in the program across various areas. Although a PowerPoint presentation is available to further clarify this data, it is summarized through this narrative description.

The analysis revealed that when considering "unduplicated" students—those who are Free/Reduced, ELL, Foster, Homeless, or students who may not qualify in those categories but scored at Level 1 (Not Met) on the CAASPP—59% of GUSD students fall into this category. However, 79% of Power School students are from this same population, indicating that Power School has effectively targeted the neediest students in the community. Site-specific data were also reviewed, identifying a few areas for potential improvement.

Additional data presented to the board highlighted the Chronic Absenteeism Rate. GUSD's overall rate for 2015-16 was 10%, while Power School's rate was only 7%. A deeper breakdown revealed that students attending Power School more than 50% of the year (over 75% of the students) had a chronic absenteeism rate of just 4%. This led the leadership team to recognize that approximately 25% of students attended less than 50% of the year, with a chronic absenteeism rate of 14%. This group tended to include higher rates of ELLs, socioeconomically disadvantaged students, and those with parents who had not graduated from high school or only had a high school diploma.

While Power School students make up only 28% of the student population at elementary sites hosting Power School, they were involved in 38% of the total discipline incidents during the school day, 43% of "disruptive/inappropriate behavior," and an alarming 74% of bullying, harassment, or threat incidents.

(There were only 20 bully/harass/threaten incidents at Power School sites, but 14 of them involved a Power School student). This data does not mean that Power School causes students to have additional discipline incidents, but does mean that our students collectively have a greater need for PBIS, Meditation and Restorative Justice Practices which is why our program shifted focus this school year to more intensively address these areas. Again, the population that attended Power School for less than 50% of the year was highly represented in these discipline incidents.

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All of this information led to me joining the GUSD Multi-Service Team. Our bicultural staff members have the heart, knowledge and desire to work with these most at-risk students. If we can help the students and their families find the resources they need, as well as provide a high-quality year round expanded learning program for the students, and focus on building the positive motivational relationship that encourages these neediest students to attend Power School more regularly, my goal is that we will end up having a long term impact on not only their lives, but the lives of their families.

Listening Sessions were described earlier and will be used to engage staff, parents, students, and eventually will be held with teachers who are interested in providing in depth feedback into the program. The results will be incorporated into the other plans described below. Current survey data indicates that parents are extremely happy with the operation of program and the safety and support provided to their children.

The initial Power School vision and mission statements were created in 2008-2009. These were developed by analyzing the needs of the community via data gathered from community agencies and academic and demographic data, and incorporating the vision and mission statements of each of the partner agencies. During the comprehensive strategic planning process we engaged in in 2014-2015 we confirmed support for the plan (including vision and mission statements) from staff, families, principals, teacher, community members, board members and other partners. Due to the level of research that went into creating the original vision and mission statements, it is no surprise that the results seem to be similar.

The vision and mission statements that have been guiding our program over time are:

Vision: All students will be college and career ready with the 21st Century Skills to succeed in life.

Mission: Power School and Super Power Summer Camp support students through expanded learning opportunities that build confidence, self-sufficiency, academic success, and social responsibility.

As part of the David and Lucile Packard Foundation's Summer Matters Campaign, Power School and Summer Learning Program have been built around the concept of continuous improvement cycles. This mindset has blended well with Gilroy Unified School Districts implementation of Professional Learning Communities with support from Solution Tree and Rick DuFour. Professional Learning Communities are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Implementing PLCs requires reviewing past vision and mission statements, re-evaluating data and feedback from community members and stakeholders in order to confirm that our previous strategic plan still represents the needs and desires of all involved or to make changes as needed. The leadership team has created surveys for parents, students, teachers, principals, staff, and other stakeholders in order to gather various perspectives around the Quality Standards for Expanded Learning. As there are components included in the new Quality Standards that were not previously included when developing our strategic plan and much lasting improvement was made towards prior strategic plan goals, revisions are expected.

Follow up to the strategic planning process from 2014-2015 was postponed because half of the members of the leadership team were out on maternity leave and then the pandemic hit and shifted our focus again. We look forward to being able to follow through with the in-depth strategic plan revisions in 2022. In the meantime, principals and school day teachers have been able to share their input regarding program operation via shared space forms and meetings between principals and Site Coordinators/Directors as well as the with the program administrator, coordinator & supervisor. Students and program staff are able to provide input via student councils and site based staff meetings.

We look forward to implementing Listening Sessions and surveys around the Quality Standards for Expanded Learning and assessing stakeholders' perceptions of how our program is doing regarding alignment. We will use these survey results and other data analyzed to develop draft statements of outcomes and goals, then hold stakeholder meetings to get refining input from all stakeholders. At the same time our strategic plan will be revised to be in line with these new outcomes and goals.

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Some of the strategies that have already been implemented have been mentioned previously and they are: an Executive Summary targeted to community leaders, a brochure that includes Common Core information (4C's, 3R's and LIAS) targeted to educational and community leaders, brochures for families that are in English and Spanish that inform families about what Power School is and what we do, and posters depicting 4 C's, 3 R's and LIAS principles and the support that will be provided for the switch to Common Core.

Our program is in the process of redesigning the vision and mission statements, learning goals and outcomes, and strategic plan. We are including input from various stakeholders and will ensure communication of the final product with additional stakeholders by using the communication strategies we were trained in as part of the Summer Matters Campaign. Part of the process for gathering input on these new components will also include getting feedback from stakeholders regarding their preferred methods of communication so we can use the desired methods in addition to our previously used strategies.

The Smart Chart 3.0 (further described in question 11-3) requires the team developing the messaging campaign to reflect on the context for the communication, including internal and external scans of assets and challenges, identifying target audiences and their core concerns as well as any barriers that may exist. The team will then decide which communication tactics will be most effective for each audience and then assign tasks to each team member.

### **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.

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The access centers provided Power School staff new opportunities to support and communicate with school day teachers while they taught from home. This new level of direct email communication has continued and is encouraged.

At each school, the full time Site Coordinator/Director is the main communication link between the regular school day and Power School. The Site Coordinator/Director collaborates with the school administration and faculty to extend and integrate school-day academic programs into the after school program. The principal helps to identify and recruit students who need academic intervention and ensure these interventions are aligned with regular-day academic programs. The Site Coordinator/Director meets regularly with the Principal and communicates with teachers at school staff and grade level meetings and in the course of her/his day-to-day work. The Site Coordinators/Directors maintain communication with the principal and teachers to promote alignment of enrichment activities with the regular school-day curriculum and ensure that the after-school program addresses specific needs of individual students. The Site Coordinator/Director meets with teachers to discuss individual students' needs; attends school staff meetings to keep apprised of school-day priorities and to share information with the school staff about the after-school program; and keep other after-school staff informed of school-day developments relevant to the program. Teachers provide Power School with standards-aligned ELA and Math skills reinforcement work to be completed during the homework component as needed. Power School also has teachers complete a shared space form weekly allowing for free flow of communication between the teacher whose classroom we are using and the Coordinator/Director. This has reduced much of the concern from classroom teachers.

The district Program Administrator, Coordinator & Supervisor monitors district wide professional development to ensure helpful strategies are implemented across both Power School and Summer Learning Camp



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The MOU describing the resources provided by each GUSD, YMCA, and Youth Alliance in detail are attached in the FAASTT system.

21st CCLC funding will be coordinated with other resources GUSD, YMCA, Youth Alliance, and other partners bring to the programs. Power School combines 21st CCLC, ASES, and ELO-P monies to fund GUSD After School Program Administrator, Coordinator, Supervisor and Program Secretary positions. ASES and 21st Century monies support staffing and other after school program expenses at seven schools. ELO-P expands on those programs and supports programs at Luigi Aprea Elementary, Brownell Middle, Solorsano Middle, and Mt. Madonna High. GUSD's central administration, the Principals at the 11 schools, YMCA, and Youth Alliance have been in collaborative partnership in operation of Power School and Summer Learning Camp for many years, or since they came on board with the case of ELO-P sites.

Gilroy Unified School District (GUSD) serves 11,959 students at 14 schools in the city of Gilroy, population 55,096, in Santa Clara County. Between ASES, 21st Century, and ELO-P funding, GUSD currently serves approximately 1,500 students in Power School at 11 sites, with expansion to 4 more sites using Expanded Learning Opportunity Program funding (ELO-P). GUSD applies many resources to support our program.. Many GUSD schools use State Proposition 98 hourly intervention funds to operate hourly intervention programs taught by classroom teachers. Power School Site Coordinators/Directors work closely with principals and classroom teachers so Power School can provide a unified and integrated service that ensures all students receive the most academic support available. Federal USDA funds will provide for daily after school snacks and supper for Power School students and both breakfast and lunch for all Super Power Summer Camp participants. Federal and State McKinney-Vento Homeless funds are used to fund a homeless liaison who works in collaboration with afterschool personnel to support unique social-emotional and academic needs of homeless students. We will draw on several funding streams and grants to address identified family literacy needs, including Adult Ed, Title III, and CDE Migrant Education funds. Gavilan Community College's Adult Ed program provides ESL, citizenship, and other family literacy classes to parents from targeted schools. Gavilan will also provide matriculation services to facilitate parents' enrollment in other Gavilan classes and programs.

The City of Gilroy has coordinated a multi-agency collaborative with south county policy makers, law enforcement leaders and community-based and faith-based agencies, since 2012. This South County Youth Task Force (SCYTF) has adopted a Continuum of Care approach including prevention, early/intermediate intervention and chronic, targeted intervention services. This collaborative was successful in establishing a truly effective partnership and has continued to operate despite funding sources expiring and applying for new sources. The most current project is called, "One Neighborhood Empowered (ONE) (THRIVE) Project-- One Vision, One Mission, Many Partners – Investing in our Underserved Families Today to Build Stronger Communities Tomorrow". SCYTF completed six community forums and culminated community need into a 3-year strategic plan, THRIVE: Transformation and hope, Resiliency, Integrity, Voice and Engagement. The THRIVE and ONE Projects will focus on youth engagement, family-empowerment, community mobilization and violence prevention strategies. Power School and Super Power Summer camp are contributing factors to the success of this project as the after school and summer camp programs serve over 1,200 and 700 students respectively. Both programs serve as prevention strategies for Gilroy's underserved communities.

YMCA of Silicon Valley has 36 years of experience running quality out-of-school-time programs. They manage ASES/21st CCLC programs at 61 elementary and middle schools in twelve school districts and independent charters in two counties, and currently partners with our Gilroy School District in four schools, serving a total of 6,300 students daily. As evidence of the program's effectiveness, over 60% of the students in the Y afterschool programs either grow in their STAR testing or if already proficient, remain so. In the years between 2007 and 2013 (last year for STAR testing), after school student participants increased their performance by 77% on CST-ELA tests and 109% on CST Math tests. They are also part of the statewide Healthy Behaviors Initiative, creating effective practices for after school

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programs around physical activity and nutrition education. The Y's After-School program has been identified as exemplary under the Region 5 Healthy Start and After School Partnership and is serving as a learning lab for other programs in our region.

Youth Alliance (YA) has over 18 years of experience providing quality comprehensive out-of-school-time programs for children and teens. Currently YA manages ASES/21st CCLC programs at 5 elementary schools and 4 middle schools in two school districts. YA has expertise in neighborhood and school based after school programs and youth leadership development programs in 8 additional districts and community locations. With a focus on supporting youth leadership development, YA incorporates STEM, the Visual and Performing Arts, civic leadership, and social emotional learning that is steeped in culture, creativity, family and school engagement, and restorative practices. In the 2016-2017 school year, YA school based after school programs served 1,076 students. Eighty seven percent (87%) of students reported having a better understanding of their schoolwork and improvement in school. Ninety six percent (96%) of students reported having caring relationships with adults because of the program.

Managers from YMCA, and Youth Alliance join with the GUSD Program Administrator to create the Power School Leadership Team. This team meets for two hours weekly to discuss and plan the ongoing continuous development of the program. Site Coordinators join together within their agency weekly to discuss regular operation, and across agency monthly to discuss program wide strategies and their success and areas of need.

Power School partners with the Santa Clara County Parks by providing students an opportunity to participate in their Jr. Ranger program. Both Coyote Lake and Mount Madonna County parks each provide a Jr. Rangers experience for 20 Power School students twice a year. Transportation for this unique experience has been provided by Equitable Access funds. As described in the Skill Building section of this application, we are also looking into a possible additional collaboration regarding environmental literacy lesson planning with Santa Clara County Parks. Summer Learning CampCamp collaborates with the California State Parks by incorporating visits from park interpreters into the program along with field trips to Henry Coe State Park. Despite the short distance to Coyote Lake and Mount Madonna County Parks and Henry Coe State Park, many Power School students have never visited any of these parks. Often families aren't able to drive and are apprehensive about visiting.

The Gilroy library has been a long time partner in delivering programs for Power School students that align with our mutually shared goals of developing 21st-century skills in an educational, fun, and engaging way to our low-income, at-risk community. Each summer students make half-day field trips to the new state-of-the-art library to participate in an exciting summer program tailored for them. These programs include Gilroy STEAM Powered Robots and Beyond, Summer Reading Challenge, and Arts and Crafts. In order to help students develop a love of reading they will provide Pop-Up Library events at each Power School site. Tabling at parent events gives librarians an opportunity to educate parents about the free resources available to them. Additionally, the library has donated books to increase the Power School library at one school and is supporting in creating a reading program complete with a plan to track Accelerated Reader results.

Nonviolence education restores and is one of the strongest tools we have for building a compassionate society. It empowers us to realize peace by giving us practical and transferable skills that are for everyone. During an era where modern life is filled with demands, pressures, and distractions, rarely do we set aside the time to be still, quiet, and connect to the present moment. Carry the Vision's Restore for Kids! My Time and Our Time Program provides practical and transferable skills such as restorative breathing and meditation exercises. The techniques learned enhance positive emotions, stronger self-identity, greater self-acceptance, and higher optimism. Skills learned also support: stress and anxiety reduction, ability to respond rather than react to challenges, and increased working memory, attention, creativity, and concentration. Restore is designed for everyone and is extended to Power School staff, parents and caregivers, and teachers and administrators. The model of the program is to train people to

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train others with a focus on students teaching students methods for peace. In the past two years, the program has changed lives of Power School staff and students for the better. They provide tools, support, and training for staff and parents to develop and maintain their own meditation practice. Staff has in turn provided introductory techniques to students who have expressed an ability to focus on homework and calm themselves when agitated after learning these life-changing strategies that are easy and free.

Power School can now rely on many of the unique relationships and partnerships developed over the years to identify new ways of working together, especially after the pandemic. One example is the Gilroy Strong Resiliency Center developed by the District Attorney's office after the shooting at the Garlic Festival. Although work has not begun yet, there are many connections and relationships and it is expected that future alignment in services or referrals for families will be developed.

Power School and Summer Learning Camp are a strong collaboration with various partners as previously described. All partner members believe in the collective impact model where each partner brings a specific strength and benefits from the strengths of others. This model has recently expanded as additional needs and community resources have been identified. In fact, Brownell Middle School has offered space during the school day for meditation training, and housed the Summer Learning Camp 2021 program on its brand new campus, before any teachers and students were there, despite not having Power School on its campus. Additionally, staff from the City of Gilroy's after school programs have been included in staff trainings with partner agencies as the collaborative supports stronger after school programs across Gilroy, regardless of if they are Power School programs or not. (Staff also enjoy meals provided by the City Of Gilroy, as Power School trainings traditionally do not include food, despite being held from 6:30-8:30). The Power School strategic plan includes ongoing analysis of extensive data on student achievement and various needs and the partnership expects to continue to identify solutions and bring in additional partners as necessary to enhance support for students and their families.

One of the most successful strategies Power School has used to engage families culturally and linguistically is ensuring that at least the Site Coordinator/Director or Assistant Site Coordinator/Director are native Spanish speakers. Parents appreciate being able to connect directly with staff that are bilingual and bicultural.

Staff maintain contact with families (via phone calls and in person) in order to encourage regular attendance, as well as to inform parents of their children's progress and to promptly identify and attend to any problems and/or successes. Online, app, and text based communication tools are used in order for quick and easy communication to any and all parents who sign-up. We have found that although some families do not have access to computers, most do have texting capabilities.

Power School and Summer LearningCamp hold pot-luck style family gatherings as that has proven to be the best way to get parents to spend time on campus for meetings, discussions, trainings, etc. It also develops a sense of community and students and their parents seem to enjoy spending time together, especially at sites that host Thanksgiving Dinner with various dishes provided by each family.

Power School has used Family Literacy Funds to hold trainings for parents on meditation and technology. As parents saw the benefit of mediation for their students, they requested training for themselves so they could support their student in using these strategies at home. All of these courses for parents are offered in both English and Spanish. We are hoping to find ways to continue connecting parents with valuable resources such as meditation.

### **10—Continuous Quality Improvement**

Describe the program's Continuous Quality Improvement plan.

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The new positions of Program Coordinator and Program Manager enable more effective and streamlined systems for measuring program quality and addressing identified needs. The GUSD Program Coordinator position is designed to primarily focus on Programmatic Standards (7-12) and the development of

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systems and structures to ensure better alignment and consistency across the program. The GUSD Program Supervisor position will mainly focus on Point-of-Service Quality Standards (1-6), providing additional support and accountability to bridge the gap between systems and on-site programming. Ultimately, determining an effective measure of student success remains an ongoing goal for us. We have analyzed state assessment (CST and CAASPP) data, CELDT data, school attendance data, local benchmark assessment data, school behavior record data, student and parent survey data, program quality data, physical fitness and body composition data and various other pieces of data we can get our hands on. We have yet to find a measure that indicates solely the impact of Power School and Summer Learning Camp on our students. As with all of education, everything the student does impacts performance, and there are too many factors to control for. Rather than trying to narrow down to program specific data, we are adjusting to looking at trends over time. We keep in mind that all of our students experience other factors that range from receiving intervention from certificated teachers during the school day to experiencing violence and stress in the home, and even homelessness that can all impact behavior and ability to focus and learn.

Regarding the trends over time we have observed that when the program administrator took over the program 10 years ago, most student participants not only performed below average on state assessments, but the growth of students from year to year was also well below average. Students participating in the after school program at the time had more behavioral issues than their peers and showed more loss in academics over the summer. Data analyzed for 15-16 school year and Summer 2016 indicate that participants are still performing below students not in the program, however, we see evidence of a higher rate of improvement over the year. Meaning that when Power School starts with lower achieving more academically struggling students, we see more growth in those students than their struggling peers not in program. Even at sites where the program had fewer struggling students than those not in program, the overall average looked about even... but when looking at only struggling students, we have evidence that those that struggle and attend Power School show more growth than the struggling students that don't attend program. Unfortunately, that means that higher performing students in our program are more likely to show a decrease in performance compared to higher performing non-participants. This tells us two things, our program is doing what we planned as far as servicing struggling students, but if we are going to continue also serving higher performing students, we must find ways to push the enrichment component further so we are supporting their growth as well.

For the past 6 years the Power School Program Administrator has completed the Annual Performance Report (APR) and Annual Outcome-based Data for Evaluation, now including the CQI, annually. Traditionally, as part of the ASES statewide evaluation, we submitted to CDE student test data from the STAR program in ELA and Math, status of English Language Development, as well as attendance data for the regular school day and after-school programs. We are now awaiting instruction on how to report CAASPP data along with attendance data and how to proceed given the 2 years the pandemic impacted statewide testing.

The measures and evaluation described so far are directly connected to the instructional day and/or reporting requirements. As described in previous sections, Power School operates on a continuous improvement cycle, so we also look at attendance, behavior, social-emotional factors, teacher feedback, and student and parent surveys as well as other indicators as part of our professional learning communities in order to continuously improve all aspects of program. Although we cannot state that Power School is the sole factor, we can still identify areas of success and areas for growth, as well as identify strategies that have a positive correlation with growth in various areas. This is the type of work that ensures that we are meeting our program goals.

As a pilot community for the David and Lucile Packard Foundation's Summer Matters Campaign, we have been engaging in a continuous quality improvement process for 12 years. Although this process began with only Summer Learning Camp we quickly saw the benefit of analyzing where we were, setting goals, creating a plan to meet those goals, implementing that plan, measuring improvements and re-evaluating

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program needs again. We decided long ago that this method could help us improve both Power School and Summer Learning Camp. We have used the National Summer Learning Association's Comprehensive Assessment of Summer Programs (CASP) for both summer and after school programs. This tool measures 80 indicators across 9 domains. The results are based on a rubric outlining best practices for effective summer learning programs. Examples of domains include sustainability, partnerships, and intentional focus on learning, and can closely be tied to the Quality Standards for Expanded Learning. As one of our partner agencies, YMCA is in the process of implementing an association-wide quality improvement process. We are considering switching and using the PQA, the tool their system uses. Our Leadership team used both during Summer 2021 and are still partial to the clear data from the CASP, but also like some components of the Summer YPQA, so we may continue to use both tools.

We used to use Progress Adviser, however we are no longer doing so and are now looking for new ways to accomplish the same tasks described below. Progress Adviser allowed each program, site and individual staff to create their own observation criteria and then analyze observation data in a variety of formats. Use of Progress Adviser allowed Power School Leadership Team members and other staff to gather very specific information regarding the operation of program on program leader, site, agency, and program wide levels. Although it is designed for school day programs, the flexibility of this system allows for a very smooth transition into the after school and summer worlds. Information gathered is used to identify programmatic trends regarding areas for improvement, and also allows very specific targeted professional development for staff depending on their own personal areas for improvement and interest. Based on the detailed analysis of classroom observation results, staff members are assigned training specifically to their areas of need in order to continually focus on program improvement in a cost efficient manner. Due to the variety of areas of expertise of our partner agencies, we can provide training covering Trauma Attuned Model, Mental Health First Aid, Nurtured Heart Approach, PBIS, Whole Brain Teaching, classroom management, English Language Development (ELD), Thinking Maps, Common Core Standards, integrating youth development assets into the program, child abuse prevention, SPARKS, CATCH physical fitness, and many other possible areas of need. Perhaps most importantly, rather than training all staff in all things, we are efficient with training staff by differentiating opportunities to meet the specific needs of individuals. Cross-agency training allows staff to benefit from the unique strengths of each of our collaborative partners. We want to allow program leaders to observe each other, a professional development opportunity in itself, leave feedback and make suggestions, in addition to allowing self-review. When used in a positive manner with a focus on professional growth and program improvement these self and peer reviews will help to increase the relevance of quality indicators, professional relationships between program leaders, and rigor of program delivery.

We will continue to conduct surveys and listening sessions of participating students and their parents and make use of student councils to gather data on student interest as additional sources of data. As student voice is an area to be observed using Progress Adviser, this entire system will ensure that students interests are incorporated into the program. All data collected will be used to inform the Strategic Planning process.

Twice per school year the complete leadership team along with the site principal will conduct on-site observations at each site, allowing for cross agency alignment and calibration as well as keeping principals updated regarding program expectations and progress. This also allows for detailed discussions and feedback from principals allowing us to custom tailor improvements based on site specific needs.

Beyond the twice annual full leadership team observations, each Program Director will lead Site Directors/Coordinators on site observations more regularly so that each site team is able to observe their own and other sites to ensure a broad perspective on quality expectations. Systems are in place to allow for program leaders to observe one another as well. One of the most inspirational training strategies is observing the strengths of ones peers and opening dialogue around how to continue to improve.

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Beyond our strategic plan that helps us make decisions regarding overall program, we also maintain a Quality Improvement Plan that specifies CASP indicator specific areas for improvement, tasks, and measurements for each, as well as tracking who is responsible and a short term timeline. This allows for short term focus on each summer, and methods for tracking and measuring success specifically for the summer program. Additionally, the site specific CASP 48-hour report allows for short term adjustments to be made right away during program to address minor areas of improvement that can be made quickly. The CASP Final Quality Reports contain program wide feedback that helps guide the Quality Improvement Plan for the following year.

Through the use of these tools our program has seen much improvement. Our Leadership Team is only open to considering additional tools because we have decided we need to re-evaluate the level of rigor with which we score our programs. What used to be considered evidence of practices observed is now questioned. The bar for expectations has been raised and now we no longer ask, "Is this happening?" and we now ask, "Is this happening at the level of quality we expect?" Even if we aren't sure yet what we want "high quality" to look like, we score down to remind ourselves that is still an area for us to focus on.

### **11—Program Management**

Describe the plan for program management.

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Once new GUSD Program Coordinator and Program Manager positions are filled, additional work will be completed to determine other improvements to the Program Management model for this program. We will continue to conduct surveys and listening sessions of participating students and their parents and make use of student councils to gather data on student interest as additional sources of data. As student voice is an area to be observed using Progress Adviser, this entire system will ensure that students interests are incorporated into the program. All data collected will be used to inform the Strategic Planning process.

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and we now ask, "Is this happening at the level of quality we expect?" Even if we aren't sure yet what we want "high quality" to look like, we score down to remind ourselves that is still an area for us to focus on. We utilize a bi-level program governance structure to support the operation of after school programs at all ten schools and will continue to do so as we expand both the number of schools and the number of participants and community partnerships for the benefit of the children and families they serve.

A Site Team at each school—consisting of a YMCA or YA Site Coordinator/Director, Principal, and other invitees, such as representatives from teacher and parent groups—will meet regularly to guide and monitor the program's implementation and site specific support components, problem solve, and identify areas for additional improvement. The Power School Leadership Team includes GUSD's After School Program Administrator, Coordinator, Supervisor and Program Directors/Managers from YMCA and Youth Alliance. This group meets weekly to address issues such as large scale program implementation; curriculum; policies; staffing; staff training; coordination of service delivery among the providers; ensure proper data collection on programming, participants, and outcomes; and strategize regarding program expansion and sustainability. Parent, school, and community representatives will join the Leadership Team to create a Steering Committee that will meet semi-annually to discuss data collection, program evaluation, development of new partnerships, and sustainability of the school-based after school programs.

GUSD After School Program Administrator, Coordinator & Supervisor oversee the operation; program evaluation; continuous quality improvement, strategic planning, and sustainability planning processes; attendance and fiscal reporting requirements; high level communication with site principals, and growth and development of collaborative partnerships. This work revolves, in part, around strengthening relationships and working to leverage programs and services of various collaborative partners. The Program Administrator has led the Steering Committee through a strategic planning process to ensure all resources that support the mission of the program are leveraged and that resources are utilized in the most effective and efficient ways possible. As previously discussed, the strategic plan is revised annually, but will undergo a more thorough revision after the vision and mission statements are updated taking into account the implementation of Professional Learning Communities and new Quality Standards for Expanded Learning Programs.

In order to ensure consistent support across all sites, we are in the process of developing a professional development model using existing Program Managers/Directors, Site Coordinators/Directors, and Program Leaders that will replace previous attempts at professional development with various teacher coach models. We have found that despite having some very dedicated teachers, their priority is to their regular teaching position. Repeatedly, this has led to expanded learning programs not receiving the necessary support. We have identified multiple people within the Power School Leadership Team that have dedicated 6 years or more to the development and continuous improvement of Power School and Summer Learning Camp, including attending GUSD professional development session alongside GUSD teachers. These team members are just as capable at training staff in the areas of need as credentialed teachers, if not more so because of their vast experience in all levels of expanded learning. This is a big change for our program as we have always believed in the need for credentialed teacher support. We will still strive to find ways to include their input and perspective, however, we truly believe that a new collaborative model for professional development will be a greater benefit to the program overall.

YMCA and Youth Alliance manage the day-to-day operations, academic enrichment, enrichment, youth development health and fitness, snack and supper programs, and recreational activities at four sites each. If funded the existing partners would maintain supervision at the current sites and each would add Mt. Madonna, Luigi, Solarsano or Brownell Middle School to its list of responsibilities.

YMCA and Youth Alliance each provide a Program Director/Manager position to serve as the direct oversight of the programs they manage. These vital positions serve alongside the Program Administrator, Coordinator & Supervisor as the Leadership Team. All programmatic decisions are made with input from all of these team members. Each will employ and supervise Site Coordinators/Directors (with Assistant

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Site Coordinators/Directors at dual funded sites) and Program Leaders at their sites; contribute expertise on after-school programming and curricula; provide training for their staff and cross-training for personnel from other agencies; help publicize the programs; and continue fundraising efforts to support the program. The Program Director/Manager from each of our contracted lead agencies will recruit and hire a Site Coordinator/Director for each of their sites. The full-time Site Coordinator/Director will be the main communication link between the regular school-day and Power School and will be responsible for the day-to-day operation of the program and youth development including the academic, homework, enrichment, physical recreation, and snack and supper components. They will collaborate with the principal and teachers to support the academic assistance component. The Site Coordinator/Director will be responsible for: maintaining accurate attendance logs and snack /supper counts, scheduling activities, purchasing materials and supplies, supervising all line staff, and working directly with students in enrichment activities. The Site Coordinator will meet with the principal and teachers as needed, attend faculty meetings, and maintain communication with parents through in-person conversations and phone calls.

Program Leaders are the most vital component of the program as they are the individuals that build direct relationships and guide students daily. If funded, each dual funded site will have 8 program leaders, YMCA or Youth Alliance depending on the site. Program Leaders lead students through activities and are responsible for ensuring their group of students participates in all components of Power School, daily, similar to an elementary school model where the classes are self-contained. The Summer Learning Camp model is different as we have the opportunity to cover STEM, VAPA and Healthy Living daily. During the summer each program leader becomes a grade level and content expert and is able to focus on teaching one topic, multiple times daily, similar to a secondary school model. Our summer model also includes opening and closing homeroom as we have discovered our students benefit from having an extended period of time with one main program leader that allows them to more deeply develop relationships. As previously described, strong relationships exist between bilingual/bicultural Site Coordinators/Directors (and program leaders) and parents. Regular basic communication with parents occurs in both English and Spanish, via website, bulletin boards at each school, automated phone calls, texts, emails, and fliers. Information is shared via presentations at English Learner parent meetings and evening events at the school such as Back-to-School Night.

Partner agencies make up the leadership team that consists of strong relationships and meets weekly to work together to make all decisions and guide program operation.

As part of the Summer Matters Campaign, the Power School Leadership Team was trained in Spitfire Strategies' Smart Chart 3.0 tool for development of intentional and effective communication plans. Using the strategic plan, the Leadership Team will create a Smart Chart to ensure identified goals are reached through use of an effective messaging campaign. The Smart Chart 3.0 requires the team developing the messaging campaign to reflect on the context for the communication, including internal and external scans of assets and challenges, identifying target audiences and their core concerns as well as any barriers that may exist. The team will then decide which communication tactics will be most effective for each audience and then assign tasks to each team member. Some of the marketing strategies that have already been implemented have been mentioned previously and they are: an Executive Summary targeted to community leaders, a brochure that includes Common Core information (4C's, 3R's and LIAS) targeted to educational and community leaders, brochures for families that are in English and Spanish that inform families about what Power School is and what we do, and posters depicting 4 C's, 3 R's and LIAS principles and the support that will be provided for the switch to Common Core.

Leadership Team members participate in the Region 5 After School Programs Leadership Meetings and trainings, and some Site Coordinators are participating in the Region 5 Developing After School Leadership (DASL) sessions. As part of Summer Matters Campaign, Power School Leadership has participated in very valuable training opportunities on various topics including communications plans and fundraising support including strategic planning coaching.



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Each partner agency has access to various trainings and professional development opportunities that Site Coordinators and Program Directors/Managers participate in. YMCA has been engaged in the Center for Youth Program Quality's, Youth and School-Age Program Quality Assessment (PQA), Devereux Student Strengths Assessment (DESSA), and Youth Development Network's Power of Strengths. Youth Alliance has been engaged in Restorative Justice, a National 4H mentoring program, and Mental Health First Aid. Gilroy Unified has adopted Thinking Maps, Cultural Proficiency, and Professional Learning Communities. When possible, managers from other agencies attend trainings and participate along with the person who brought the training to our attention. (For example, all Leadership Team members, regardless of agency, are intending to attend the Mental Health First Aid training provided by Youth Alliance.)

As a collaborative, Leadership Team members bring the information they learned and share it with the group either by piloting with a small group of sites, or implementing with leadership team first before rolling out to entire group. All team members are interested in how to improve and welcome the opportunity to build on knowledge gained by peers.

South County Youth Task Force began working with The Connection Practice, and the full Power School Leadership team (including newest members) participated in this thorough, conflict resolution program and will continue to practice the skills learned in this valuable program.

### 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.

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The development of this ELO-P plan requires a stepped-up approach. The intention is to use the funding to meet unique needs of students, families and the community.

This Expanded Learning Opportunity Program (ELO-P) plan mirrors the most recent 21st Century Learning Centers application Cohort 13 (and ASES Program Plan) as it describes the current Power School program model. New ELO-P funds are being used to expand and enhance the Power School and Summer Learning Program (formerly Super Power Summer Camp) model to additional sites (Luigi Aprea, Brownell, and Solarsano beginning in 21-22), and improve overall program quality while also ensuring access needs are met for all targeted students in grades TK-8. Existing policies and procedures will continue to be followed, with the exceptions of where ELO-P requirements are more strict, then those will be followed.

Sustainability section from Cohort 13 21st CCLC application-

As program quality and communication supporting the program has improved over the years, additional key champions as well as broad based support have also improved. The program administrator, coordinator & supervisor will continue to write ASES and 21st CCLC grant applications to attempt to maintain existing funding, in addition to researching and identifying possible foundations and other grant sources that support the work we are doing. Additionally, GUSD is using LCFF and Title I funds to support the program where necessary, partner agencies have co-applied for smaller local grants to meet program needs and our primary partners, YMCA, Cal-SOAP and Youth Alliance each have outstanding track records in implementing and sustaining effective after-school and other youth-serving programs.

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Our collaborative experience has shown that once we build comprehensive programs, integrate them into the fabric of our schools, and document their benefits, their value will be evident to teachers, parents, students, community members, and potential funders who share our commitment to the predominantly low-income youth our programs target.

New Expanded Learning Program funds are being used to open programs at Luigi Aprea, Brownell and Solorsano. If the 21st CCLC grant is approved for those sites, ELOP funds will be used to create new unique models at our highschools so that students can continue to be supported by Power School throughout their entire education at GUSD.

When necessary Gilroy Unified applied some of its LCFF funds towards program to ensure program quality continues to improve and program needs are being met. Program partners contracted to provide support for program operation include YMCA, Youth Alliance, and Carry the Vision. Additional program partners that provide additional opportunities for students with their own funds include the Gilroy Library, Mt. Madonna and Coyote Lake County Parks, and Henry Coe State Parks.

As previously described the Program Administrator of After School Programs for Gilroy Unified oversees the updating of the Strategic Plan, Sustainability Plan and Quality Improvement plans as well. These plans all include gathering and analyzing data, evaluating need, identifying next steps towards reaching those goals, and communication to various stakeholders as information as well as managing the budget in order to support all this work.

Power School and Super Power Summer Camp completed its first Summer Matters/ASAP Connect Sustainability Plan in 2013. This plan includes nine components to address in order to establish sustainability. Some of these components include vision, results orientation, key champions, broad-based community support, and adaptability to changing conditions. This tool is reviewed regularly, and can be updated as needed to ensure that progress is still being made towards the best practices for sustainability outlined in the tool.

### **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?

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The existing program model for both Power School and Super Power Summer Camp already included TK and Kinder students at some sites. The schedule was adapted years ago to include a rest period for younger students as well as some other changes to better support younger program participants. Staff are also selected specifically for their interest in working with younger students and staff with any existing early childhood education college credits are prioritized for these positions.

We will collaborate with the Gilroy Unified preschool program in addition to the Early Childhood programs operated by the YMCA in order to ensure that staff are appropriately trained to work with students in the TK and Kinder developmental levels.

Additional staff positions will be hired to accommodate the 10:1 ratio, either by having 2 adults in 1 classroom with 20 students, or 2 separate classrooms of 10 students each.

### **Sample Program Schedule**

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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.

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The ELO-P funding is being used to expand and enhance the current ASES and 21st CCLC funded Power School and Super Power Summer Camp programs (newly evolved to Summer Learning Program). Power School begins immediately after the school day and operates until 6:00 pm daily and this same model is being used by the 3 new sites funded with ELO-P, so they already exceed the 9 hour day requirement during the school year.

The Summer learning program schedule has been expanded this year to be a 7 hour program day for all staff and students. If needed, additional sports programming can be provided by YMCA for this first summer.

We are hoping for additional flexibility this year so we have a chance to improve on the new program model operated in Summer 2021 and time to work out new partnerships with new vendors during Power School. The expectation is that a more comprehensive program model with additional options and resources for various students interests can be more thoroughly developed for Summer 2023 to ensure greater variety of options for a 9 hour day based on student interests.

The ELO-P funding is being used to expand and enhance the current ASES and 21st CCLC funded Power School and Super Power Summer Camp programs (newly evolved to Summer Learning Program). Power School begins immediately after the school day and operates until 6:00 pm daily and this same model is being used by the four new sites funded with ELO-P, so they already exceed the 9 hour day requirement during the school year.

The Summer learning program and newly offered intersession program schedules have been expanded to be a nine hour program day for all staff and students.

Focus for the last few years has been on improving the new program model operated in Summer 2021 and working out new partnerships with new vendors during Power School. The more comprehensive program model with additional options and resources for various students interests has been more thoroughly developed for recent Summers to ensure greater variety of options for a 9 hour day based on student interests.

**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

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and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

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

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

### **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

### **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

### **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

### **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

### **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### **EC sections 8483.4 and 46120(b)(2)(D):**

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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.