

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



Gateway Unified School District
4411 Mountain Lakes Blvd
Redding, CA 96003
530-245-7900

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

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

Name of Local Educational Agency or Equivalent:

Gateway Unified School District

Contact Name:

Melanie Sanderson

Contact Email:

msanderson@gwusd.org

Contact Phone:

530-245-7900

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. Buckeye School of the Arts

2. Grand Oaks Elementary

3. Shasta Lake School

Purpose

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

Definitions

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

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

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be

Expanded Learning Opportunities Program Plan Guide for Gateway Unified School District

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>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Expanded Learning Opportunities Program at GUSD focuses on providing a safe, nurturing environment in which youth can explore their strength, experiment with learning, and develop their potential and grow. The program will be offered at three of our school sites; Buckeye School of the Arts, Grand Oaks Elementary and Shasta Lake School. The program will include on site learning experiences and field trip opportunities. The comprehensive program will offer a diverse range of educational, recreational, and enrichment activities aimed at inspiring lifelong learning, promote personal development, and cultivate a sense of community.

GUSD believes that a safe and supportive environment begins with well-trained staff in both safety protocols as well as best practices in youth development. Professional development and on site support training opportunities will be provided. Many of our staff are employed to work on the school campuses during the school day, which contributes to a consistent program that supports expectations and safety. This connection between our staff and students further contributes to the sense of security and belonging. The overall benefit is a program where our students feel supported, accepted, and safe. Working together, we strive to build a brighter future by expanding horizons, unlocking potential, and fostering a love for learning.

Protocols for program monitoring, attendance, and daily check in and out are followed to ensure the most efficient and safe program. Students that walk home must have a completed walk home form that is signed by their parent/guardian. ELOP staff wear identifiable badges and carry two-way radios to facilitate communication during emergencies, student transitions, or during student check-in and checkout processes. Classrooms will be staffed at a ratio of 1:20 in the first through sixth grades and 1:10 in transitional kinder/kindergarten. A site lead will be assigned to each school site to directly oversee the group leaders that facilitate the classrooms. The district ELO Coordinator directly supervises the program and works with each site administrator to ensure program alignment.

Staff will practice a positive behavior management and disciplinary practices that are consistent and fair. Students are taught, prompted, encouraged, and recognized for respectful behavior and reminded, redirected, and supported using a positive behavioral techniques and strategies.

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.

GUSD ELOP will provide expanded learning opportunities for qualifying students that aligns with the school's mission and vision. The program aligns with the California Department of Education Expanded Learning Quality Standards and will include meaningful, engaging high interest activities for students in a safe environment. GUSD ELOP is intended to support qualified TK-6th grade students with free afterschool, intersession and summer programs for a minimum of 9 hours per day as well as a minimum of 30 additional non-instructional days. Once the TK-6 offering is completed, GUSD will expand to the additional grade levels in the district. These opportunities will enrich the educational experience of each eligible child through dedicated time to expand upon their knowledge of the world around them. During the additional enrichment days (i.e., "Camp") students will participate in a variety of activities focused on: STEAM (Science, Technology, Engineering, Art, and Math), sports, creative expression (art, music, drama), physical activity. Afterschool support and the summer program may be provided via teacher intervention. This intervention will focus upon academic identified needs and will provide qualified students with the needed support to bridge concepts, build literacy, increase critical thinking skills and promote healthy social development.

3—Skill Building

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

GUSD will provide an educational enrichment component of fine arts, physical fitness, and prevention activities that reinforce and complement the school's academic program. These activities are designed to keep students motivated and actively engaged. The GUSD Expanded Learning Programs educational and literacy elements include intervention support designed to help students meet grade-level standards. Studies reveal that students who are actively engaged in school have a greater chance to graduate and go on to become productive members of society. Additionally, ELOP students have a higher attendance level and are less likely to drop out of school.

4—Youth Voice and Leadership

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

GUSD will provide opportunities for students to work collaboratively as they engage in the variety of skill building activities. Project based learning will further support student engagement in showcasing and sharing their learning experience. These projects require students to take on leadership roles, plan, communicate, work together, think critically and use their creative energy. Each activity will offer opportunities to demonstrate mastery of skills and concepts. Students may showcase their knowledge and skill through presentations, projects, performances and other culminating activities. Project sharing is a way of inspiring students to take on the role of teacher. When students communicate their learning to their peers and take on leadership roles, they gain confidence and increase their self esteem. The ELOP Coordinator, along with the Site Leads, work with ELOP staff to support strategies for productive small group instruction, efficient transitions and ways to encourage and support students voice and choice. Each year the needs of students, parents, schools, and communities are assessed using data from students, staff, parent surveys, the Local Control Accountability Plan (LCAP) survey, and academic scores. Based upon the information and feedback gathered, the ELO Program can better develop activities and programs that meet the needs of the students and community.

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.

GUSD provides a nutritious breakfast, lunch and snack during the typical ELOP day. To establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions. In addition, students have the opportunity to participate in a wide variety of physical activities during the expanding learning hours. Our program strives to educate students on what constitutes a healthy lifestyle. Staff educate on the importance of exercise and healthy food choices. This is a spiraling element of the program. Throughout lessons, activities and projects students experience and learn about the benefits of healthy choices and an active lifestyle. Increased physical fitness is encouraged and provided each day. A minimum of 60 minutes is scheduled throughout the day to engage students' physical fitness.

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.

GUSD Expanded Learning Opportunities Program shall actively recruit and hire staff that reflects the community of the students served. Staff shall coordinate and link activities to students' backgrounds, experiences, and knowledge. Program planning shall be conducted through a culturally sensitive lens with special attention given to ensuring activities are inclusive of all students and staff members. Enrichment opportunities shall embrace the diversity and rich cultural heritage of our students and their families. Our students and staff shall be given opportunities to share their diverse perspectives, experiences, and backgrounds. Our program will serve qualifying students in a learning environment where students, staff, and parents/guardians are valued and treated with respect. The program is inclusive of students with language barriers, special needs and academic deficits. Staff and any contracted service providers will make the accommodations necessary for qualifying children to participate. Activities will promote inclusivity for students' and staff members. Outreach and communication will be conducted in a culturally and linguistically effective and appropriate manner. The ELOP works in conjunction with the Homeless and Foster Youth Liaison of the District. During homeless and Foster youth intake, parents and guardians are asked about the need for academic support or afterschool care. If supports are needed, intake staff will directly communicate with the ELOP Coordinator regarding the need.

7—Quality Staff

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

All staff who supervise students must meet the minimum qualifications of a paraprofessional. Candidate applications are screened to see if minimum qualifications are met. Candidates may participate in a qualifying interview session. If a candidate is selected and offered a position, they must be fingerprint screened before the candidate can begin working with students. Additionally, initial and ongoing training will be provided to support the staff in educational, behavior management, strategies for working with English Learners, and students with disabilities, and must complete Mandated Reporting Training annually. ELOP Coordinator will work with Site Leaders to monitor program activities and staff. ELOP Coordinator will work in coordination with school leaders and district administration to provide support and additional resources on implementation of staff professional development, including but not limited to online professional development throughout the year.

The GUSD ELOP will utilize a Request for Proposals (RFP) when soliciting contractual services for the program. Contractors are screened to assure that they have experience coordinating youth, recreational and/or other educational programs. All Contractors sign a contract guaranteeing employees have evidence of fingerprinting and a current T.B. clearance.

8—Clear Vision, Mission, and Purpose

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

GUSD strives to provide excellence in Learning: Every Student, Every Day. "Preparing your children for college and career success with a 21st century learning experience". GUSD ELOP will provide a high-quality, safe and supportive environment that provides character development, social well-being, and helps with educational needs and also offers fun and enriching activities in collaboration with our community to support all students enrolled in our program. ELOP will provide a safe learning environment where student leadership and students' voices are valued and appreciated. Students will be given academic support to allow them to succeed at their highest potential. The program will offer a diverse and unique range of learning experiences. Fostering lifelong learning lays a foundation for

character, work ethic, collaboration and confidence to aspire and achieve.

GUSD ELOP supports the district's LCAP goals with these specific program goals:

- Accelerate student academic progress to allow them to succeed at their highest potential.
- Increase student awareness and understanding of healthy lifestyle choices.
- Provide our students with a safe and welcoming learning environment that supports a strong work ethic, resilience, critical thinking/problem solving skills, and empathy.

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.

The collaborative partners involved in the process of planning and updating the ELOP include representatives of the district-level departments, District Advisory Committee, School Site Councils, District English Learner Committee, site leadership, parents and community members. Feedback for the program and to provide future guidance on activity planning will be gathered annually via a survey. The ELOP survey will be administered to students, staff and parents. The LCAP annual survey will provide further data to guide planning and decision making regarding ELOP. The Request for Proposals (RFP) will create connected work relationships that will involve collaboration with outside entities. GUSD values the input from various sources, including parents, staff and students. This feedback is gathered informally throughout the year and discussed at regular monthly meetings between the Director of Student Services and the Coordinator of Expanded Learning.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

A variety of measures of student success are monitored including school attendance, student achievement data and perception survey data, which is collected annually. The ELOP Coordinator and the Director of Student Services will monitor the incorporation of best practices and strategies by conducting site visits. Meetings between the ELOP Coordinator and Director of Student Services will be held to discuss and review program planning as it relates to the support of program goals. Assessments gathered formally and informally will provide feedback used to guide activity planning and identify professional development needs. Information gathered will further inform program improvements that align our ELOP program goals to better meet the needs of our educational partners and state priorities.

11—Program Management

Describe the plan for program management.

The Director of Student Services, in collaboration with ELOP Coordinator, administrators, and supervising staff will be responsible for the program oversight and compliance. The Director of Student Services, in collaboration with the ELOP Coordinator will guide the program improvement process, submit necessary data reports to CDE, facilitate meetings with all site leaders, develop professional development, pursue community partnerships, and provide program information to the district community. The ELOP Coordinator will be given a The Director of Student Services, in collaboration with ELOP Coordinator, administrators, and supervising staff will be responsible for the program oversight and compliance. The Director of Student Services, in collaboration with the ELOP Coordinator will guide the program improvement process, submit necessary data reports to CDE, facilitate meetings with all site leaders, develop professional development, pursue community partnerships, and provide program information to the district community. The ELOP Coordinator will be given a budge to ensure that all necessary materials and supplies

are purchased to support the program. The ELOP Coordinator responsibilities include recording/gathering attendance, sharing program information with parents and guardians, meeting with administrators, planning and delivering expanded learning services and conducting staff meetings including professional development as appropriate.

The ELOP Plan will be reviewed at the beginning of the year with the ELOP Coordinator to assure the program is understood, followed and in place. The plan will be reviewed for possible revisions and adjustments. A review of potential contracts for services will be done by the Director of Student Services with the ELOP Coordinator and other identified supporting staff. to ensure that all necessary materials and supplies are purchased to support the program. The ELOP Coordinator responsibilities include recording/gathering attendance, sharing program information with parents and guardians, meeting with administrators, planning and delivering expanded learning services and conducting staff meetings including professional development as appropriate.

The ELOP Plan will be reviewed at the beginning of the year with the ELOP Coordinator to assure the program is understood, followed and in place. The plan will be reviewed for possible revisions and adjustments. A review of potential contracts for services will be done by the Director of Student Services with the ELOP Coordinator and other identified supporting staff.

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.

Currently, ASES funds serve three of our elementary school sites; Buckeye School of the Arts TK-8, Grand Oaks Elementary TK-5, Shasta Lake School TK-8 to provide after school programs. With the additional ELOP funding, we will interweave the two and create one single comprehensive program. ELOP funding will allow us to expand the program offerings to more students, increase the depth of offerings, add 30 non-instructional days 9 hour days, recruit and hire more staff to allow us to expand student enrollment. Our goal would be to provide one comprehensive program districtwide.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The ELOP transitional kindergarten and kindergarten programs in GUSD will maintain the 10 to 1 pupil to staff ratio. All staff will be required to meet the minimum qualifications for a paraprofessional in the GUSD and will receive professional development to support them in meeting the academically and developmentally appropriate needs for this young age group. The use of the California Common Core Standards for Kindergarten along with CDE's Preschool Learning Foundations and Curriculum Frameworks will be used to create rigorous, but developmentally appropriate programs.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample TK/Kinder Schedule
Before and After School Programs w/Certificated Teacher support:

7:30-7:45	Check-in
7:45-8:15	Breakfast
8:15-8:30	Activities (indoor/outdoor)
8:30-2:45	Regular School Day
2:45-3:00	Check into SAILS (attendance, snack, restroom)
3:00-3:30	Physical Fitness Break
3:30-4:15	Academic Support

4:15-5:00 Restroom/Activity Break
5:00-6:00 Enrichment/Clubs

Sample Camp/Intercession Schedule:

7:30 - 8:00 Check-in/Breakfast
8:00 – 8:30 Fitness Break
8:30 - 10:00 Enrichment/Clubs
10:00 - 11:30 Enrichment/Clubs
11:30 - 12:00 Lunch
12:00 - 12:30 Fitness Break
12:30 - 2:00 Enrichment/Clubs
2:00 - 3:00 Math/Literacy
3:00 - 4:00 Technology
4:00 - 4:30 Fitness Break/Cleanup

**** The above schedule is modified according to field trip requirements**

Sample Summer Schedule

w/Certificated Teacher support:

7:30 - 8:00 Check-in/Breakfast
8:00 - 12:00 Academic Support
12:00-12:30 Lunch
12:30-1:00 Fitness Break
1:00- 2:30 Enrichment/Clubs Session 1
2:30- 2:45 Restroom/Activity Break
2:45-4:15 Enrichment/Clubs Session 2
4:15- 4:30 Fitness Break/Cleanup

**** The above schedule is modified according to field trip requirements (field trip start time is after Academic Support block)**

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

EC Section 46120(b)(2):

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

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

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

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

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

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

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):

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.