

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

Name of Local Educational Agency or Equivalent:	Redding Elementary School District
Contact Name:	Robert J Adams, Superintendent
Contact Email:	rjadams@rsdnmp.org
Contact Phone:	530-225-0011

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. Bonny View
2. Cypress
3. Juniper
4. Manzanita
5. Sequoia Middle
6. Sycamore
7. Turtle Bay

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 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.

Redding School District (RSD) is committed to providing students with a safe, violence-free, bullying-free, learning environment. In order to accomplish this goal, the staff is dedicated to achieving the implementation of Second Step curriculum, which provides a framework for social interaction between students, and addressing issues that do arise on campus in a manner that involves staff, students, and families.

The staff treats students in a fair and impartial manner by modeling the appropriate behaviors of mentors and teachers when leading activities with students. “Positive Discipline” is used to re-direct students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented Capturing Kids Hearts and the Social Contract that aligns with the regular day but is flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with the regular day site staff is supported so that the needs of students with special needs are not only known but appropriately supported.

Practices and activities to involve students in school in a meaningful way will continue to evolve. This will include Social Emotional Learning (SEL) programs, Cyber Safety and a Behavioral Support counselor during the 30 days of additional enrichment. A Positive Behavioral Interventions and Supports (PBIS) Team will study and address the needs of students who are struggling and provide services. Teachers in their Professional Learning Communities (PLCs) and Student Study Team (SST) meetings will also assess student connectedness. Parenting Partners will also be used within RSD, building the capacity of parents, thereby strengthening the connection between home and school. This interaction will strengthen the bond of an extended school year by aligning our PBIS practices and the implementation of Capturing Kids Hearts.

RSD is committed to protecting our students and staff during individual, school, and District emergencies. Drills are done on a monthly basis to ensure all students and staff members are well practiced in our emergency procedures. All of the same procedures and protocols will be used and practiced by both the after school programs, extended 30 day program, and the regular educational programs to ensure consistency.

Emergency drills are conducted regularly at different intervals. Practicing Fire drills (monthly), Earthquake (quarterly) and Lockdown drills (twice a year) helps ensure that students know what to do in a dangerous situation. It is by conducting these drills that we ensure that even if students are scared or panicked, they will be able to rely on the training they have done throughout the years at school.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Students will experience active and engaged learning through learning excursions, hands-on experiences, and academic discourse that involves collaborative projects. A specific example of this will be the offering of robotics and visual and performing arts as an additional modality to student learning and connectedness.

The ELO-P program utilizes Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), the reading of novels, Singapore math for targeted lessons on the key math standards, robotics VEX IQ lessons to incorporate the 8 Math Practices, and VAPA lessons to support reading. These materials provide additional enrichment for learning during after school and all intersession days that extend 30 days, for 9 hours a day, beyond the instructional calendar. These lessons are aligned with the California Content Standards and the grade level focus.

The lessons give students the opportunity to work cooperatively and in collaboration with their fellow students. All students are actively engaged in the learning and are given an opportunity to express themselves in the final product.

For example, the 8 Mathematical Practices are supported by the implementation of VEX IQ robotics. Robots are coded using a collaborative team approach in order to navigate an "arena" . Parents are invited to attend this event.

Each of these lessons have extended activities that focus on multicultural awareness, parent connection, STEM, English Language Learners, and Nutrition/Physical Activity.

3—Skill Building

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

The ELO-P program's educational and literacy element includes tutoring and homework assistance designed to help students meet grade-level standards. Homework assistance is provided Monday through Friday for a minimum of 45 minutes. There will be an educational enrichment component that consist of a minimum of 45 minutes per day of fine arts, physical fitness, and prevention activities that reinforce and complement the school's academic program.

Students will also have an opportunity to build skills by having an additional 30 days to experience learning excursions, hands-on experiences, and academic discourse that involves collaborative projects.

At the beginning of each year, the RSD After School Coordinator reviews the ELO-P/ASES program with the site Principals. Site Intervention Facilitators review the program with the school site staff.

Students are grouped into classes and activities according to grade level, ability level, and interests. All ELO-P activities are intended to keep students motivated and actively engaged.

Planned educational activity include the math, ELA, Music/Art, STEM Activities, physical activities and other educational activities that student's and parents express interest in where we can get staff to teach.

4—Youth Voice and Leadership

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

At all grade levels the students are divided into smaller groups with an Adult leader. Students are allowed to choose the activities and projects as per the weekly/monthly themes. Opportunities for choice of projects is also part of every lesson plan.

In the upper grades, students choose a weekly "Leader of the Week" who comes up with the groups needs for the projects and works with the adult team leader to provide materials necessary for the project completion. All students are given opportunities to develop their leadership skills through their participation in group projects.

In addition, the RSD After School Coordinator will work with regular school day staff to assist in the training of the team leaders on strategies for small group instruction, Capturing Kids Hearts, and Social Emotional support.

Students are surveyed and evaluated by staff to guide in the development of training, curricula, and projects that will meet students' needs, interest and real world problems.

5—Healthy Choices and Behaviors

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

The ELO-P will offer a nutritious daily snack for each day ELO-P is in session that is aligned to the National Nutrition Standards for a reimbursable snack. For the 30 additional days of enrichment provided by the ELO-P, a breakfast, lunch, and snack will be provided each day. In addition, a counselor will be available to support students in positive, social emotional growth and development.

Through structured physical activities students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills in both recreational and physical activities.

The program has a collaborative partnership with different local vendors to provide a wide variety of physical fitness and wellness activities at each local school site. This may include activities, such as Dance, Zumba, Yoga, Art, Music, and multiple sports activities. The daily physical activity sessions also extend the activities students use in their regular day PE curriculum.

The District also offers a variety of outdoor recreation programs such as, but not limited to: soccer, basketball, and cross country at each of the school sites. Parent and student annual after-school school program survey results are also used to determine new recreation activities/sports that could be added.

In addition, students may participate in a kitchen activity making a healthy afternoon snack that is alignment with the District healthy nutritional practices.

The health and safety of all students begins with a smooth transition from the regular school day to the after school program. Student attendance in after school programs is tracked at the end of the regular school day when the after school program starts and monitored throughout the after school program sessions. After school program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in after school program classes.

6—Diversity, Access, and Equity

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

The Lesson curriculum referenced previously have both a lesson extension option that includes Multicultural Education/ Cultural Awareness and ELL Extension. These options are utilized frequently to extend project activities. One example of an activity is students developing collages from multiple sources of print literature that reflects the diversity of images in our community, region and country. Another activity includes a multicultural day. Students do research about their culture, including artifacts, costumes, instruments, artwork and/or crafts. Students design a poster or do a digital brochure to share out. During a special project review, staff and parents are invited to see the students present their project. In addition, students may bring a food item to share.

7—Quality Staff

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

All Program contractors will be required to maintain ongoing assurance of compliance with RSD's requirements for instructional aides as well as criminal background checks required by the Department of Justice and Federal Bureau of Investigation. All instructional aides involved in the program at the site level must meet the NCLB qualifications for their position. RSD requires that instructional aides meet the following minimum requirements: i) have completed 48 units of college credit, ii) hold an associate of art degree or higher, or iii) hold a paraprofessional certificate.

Staff members are recruited primarily from the existing pool of regular school district employees. Hiring notices are posted at the district office and all school sites. Job openings are also posted on a website titled, Edjoin. In addition, job postings may be posted on the district's social media accounts.

The program's After School Coordinator provides regular in-service professional development for the after school program staff. Additionally, staff members may attend after school program staff development activities provided by the local county schools office.

8—Clear Vision, Mission, and Purpose

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

The RSD Mission states that RSD "...will provide all students with optimum learning opportunities by employing and preparing the best teachers, leaders, and support personnel, providing the most contemporary facilities and technology, and setting standards for students to achieve academic excellence, personal and social growth, health, and success in a safe, positive, and diverse environment."

The RSD Vision states, All students will demonstrate an eagerness to learn, achieve success, and be creative, productive, healthy, responsible citizens.

The needs of the community, students, parents, and school were identified through various sources; annual surveys, parent advisory committee, and student reports. Once the needs are identified by the site administrators and site coordinator, then the focus of the program is established along with the target groups.

The Program offers an academic support component, healthy fitness component and recreational enrichment component. The academic support component consists of homework assistance and intervention in the focus area chosen by the school site and its specific grade level. The healthy fitness component consists of physical fitness and education along with a healthy snack. The recreational enrichment component consists of STEM activities, clubs, community events, service learning projects, community partners, and much more.

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 RSD After School Coordinator will work with regular school day staff to assist in the training of the team leaders on strategies for small group instruction, Capturing Kids Hearts, and Social Emotional support. In addition, staff have the opportunity to attend trainings offered by the County Office of Education.

The program also coordinates with various community providers that offer expertise in the following, gardening, dance, music, fellowship, leadership, robotics, fitness/sports, etc.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning will be used to assess program quality, and used to revise and refine the areas of needed improvement. Data will be collected in a variety of ways which will include; surveys, interviews, observations and self-assessments. The information will be collected from all stakeholders, which will include, students, parents, community members and staff. The results will be used to drive improvement of the program.

The RSD After School Coordinator and Site Intervention Facilitators will participate and review the Expanded Learning Field and site Coordinator Survey every year. This provides an opportunity for the staff to review the program and discuss possible changes in the program. Each year, the After School Coordinator and Site Intervention Facilitators will spend time reviewing the data collected to identify past successes and improvement needed. RSD uses this data to revise and refine our program and develop the program for the current school year.

In addition, at the quarterly Staff meetings the After School Coordinator and staff will review current projects, success of projects, and possible changes to the yearly plans.

The RSD Director of Educational Services will meet annually with the RSD After School Coordinator to review the Program Plan. This may include on-site visits to all schools. The After School Coordinator will meet with the site Principal and Site Intervention Facilitator once a year to review the plan. In addition, on an as-needed basis, the Site Intervention Facilitators will meet with the teaching staff to review the plan. A few goals are:

1. Communicate frequently with classroom teachers to ensure effective homework completion.
2. Work with site Principals to ensure activities coordinate with the regular school day program.
3. Provide targeted staff development activities that focus on motivation, intervention, remediation and/or acceleration deepening on the need.

The After School Coordinator will meet with Business Services, as needed, to discuss financial guidance for the program.

11—Program Management

Describe the plan for program management.

At each school site, the After School Program Site Intervention Facilitator (SIF) has a binder that consists of documents identifying the month/year, site name, and the SIF's name. The SIF's are responsible for recording the last and first names of the students. Monthly attendance sheets track attendance. At the end of each month, the After School Coordinator then takes the data from each site and computes the attendance percentage and compares it to the target goal.

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ELO-P will be utilized along with ASES. ELO-P will support the additional 30 days of enrichment beyond the student instructional calendar year. 20 days will take place in the summer. An additional 10 days will be implemented throughout the school year.

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?

Advertisements will be posted in the District website and individual school messenger systems, Edjoin, as well as on the School District social media for new staff hiring. An emphasis will be placed on candidates who have previous experience and/or education working with TK and Kindergarten students. Staff will receive training in working with younger students utilizing local and State Regional resources. Training will be ongoing during the regular school year. To ensure the proper 10:1 ratio additional staff members will be hired to lower the ratio below 10:1 and be available to fill in for any absences. Staff will be rotated where needed to maintain the proper ratio.

The curriculum and program activities will be based on the established State Curriculum Guides and materials for each appropriate grade level. The California Quality Standards will also provide guidance for program implementation.

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.

Services will be provided for both TK and Kindergarten students

Transitional Kindergarten & Kindergarten sample daily schedule:

8:00a - 2:15p Regular grade level curriculum with classroom teacher
2:15p - 3:00p ASES/ELO-P receive students on site and snack time
3:00p - 3:15p Restroom break
3:15p - 4:00p Expanded curriculum activities/ Homework
4:00p - 4:15p Restroom break

4:15p - 6:00p Crafts & outdoor activities

6:00p Parent pick up /sign out

Sample Summer or Intersession daily schedule:

8:00a Welcome Sign-in

8:00a - 8:30a breakfast

9:00a - 9:15a Restroom break

9:15a - 10:00a Learning enrichment and hands-on activities around literacy, math, social studies, science, art, music, and social skills

10:00a - 10:15a Restroom break

10:15a - 11:15a Learning enrichment and hands-on activities around literacy, math, social studies, science, art, music, and social skills

12:00p - 12:30p Lunch

12:30p - 1:00p Crafts/Outdoor activities

1:00p - 1:15p Restroom break

1:15p - 2:00p Crafts/Outdoor activities

2:00p - 2:15p Restroom break

2:15p - 3:00p Crafts/Outdoor activities

3:00p - 5:00 p Expanded grade level curriculum activities

5:00p - 5:15p Pick-up time /Closing

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.