

Expanded Learning Opportunities Program (ELO-P) Plan Guide Redwood City School District

Prepared by:
Redwood City School District in collaboration with Community Partners
Boys and Girls Club of the Peninsula
Police Activities League
City of Redwood City (REACH)



April 27, 2022

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 (ELO-P) Sites

Name of Local Educational Agency or Equivalent: Redwood City School District

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

Priority sites and grades for 2022-23:	Unduplicated schoolwide pupil count (2021/22 count)
1. Hoover Community School (TK-6)	665
2. Garfield Community School (K-6)	493
3. Roosevelt School (K-6)	467
4. Adelante Selby (TK-5)	387
5. Taft Community School (TK-6)	335
6. Henry Ford (K-5)	304
7. Clifford (K - 6)	299
8. Kennedy Middle School (6)	386
9. MIT (6)	240
10. Orion (TK-5)	142
11. Roy Cloud (K-6)	86
12. North Star Academy (3-6)	39

The ELO-P Plan may be subject to revisions to better align with future CDE updates to program guidelines and requirements.

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>.

Expanded Learning Opportunities Program (ELO-P) Plan for Redwood City

The vision for all students in the Redwood City School District (RCSD) is that RCSD will be a thriving, dynamic, innovative, and nurturing community where each student realizes their unique gifts and strengths to achieve high intellectual performances for personal and academic success. Incorporated into this vision is a strong commitment to equity, where students who need more, receive more.

Together with our community partners, we plan to provide an extended learning experience beginning with the ELO-P stated priority students: English Learners, low income students and homeless/foster youth, in grades TK - 6. Together with our partners, we will build on the already existing ASES and 21st Century practices to provide enrichment, nutrition, athletic and homework support services to more qualifying students, in a 9 hour program.

District and community partner staff met continuously in January - April 2022, and, with support from Region 4 Expanded Learning Network and the Expanded Learning Division in the California Department of Education, have developed the following services and programs in order to include more qualifying students. Many of the programs are an extension and addition to already existing programs, but with the additional funding, also include new sites with additional programs.

The following descriptions build on the current Extended Learning Program (EXLP), as required by the ELO-P.

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 transported to get there.

Locations for 2022-23 programs:

Students served by BGCP: Hoover, Garfield, Taft and Kennedy

Students served by PAL: Taft, Hoover and Garfield

Students served by City of Redwood City, REACH: Adelante Selby, Roosevelt, Henry Ford and Orion

Students to be served by REACH: Clifford, Cloud, North Star

On-Site Safety Measures:

Redwood City School District will utilize a system for tracking student enrollment and attendance through CitySpan and collaboration with the RCSD Director of Community Schools and Partnerships to ensure that eligible students are able to participate in ELO-P programs. Procedures will be in place to ensure that students are always accounted for.

All program staff will be clearly identifiable. All school sites will be fully secured (fencing, locked gates, 1 entry point and a check out system) during program hours with established single entry/exit access points. Educational Partners will be required to go through a thorough background check, prior to working with students.

Students will be signed in at the start of their program each day that they attend. All students must be signed out to a parent/guardian or approved adult over the age of 18 on their enrollment form, in order to be dismissed from the program. The ELO-P schedule will include times and locations with assigned staff and will be referenced with classroom rosters so that staff has an exact location for every child while on campus. Staff

will continuously monitor classroom rosters, conducting headcounts before and after each transition.

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

Safety procedures and trainings will include, but are not limited to, mandated reporting, suicide ideation, threat assessment, effective supervision, inappropriate touching, etc. Additionally, district and site administration is available to support the extended learning programs and can be called upon for assistance or guidance. In cases when district administrators are not available, the Sheriff's Department will be contacted for consultation or support.

The safety procedures in place during the school day will be strictly adhered to, always. Extended learning programs will be included in each school's safety plan and staff will be trained on safety protocols prior to the start of the school year. Monthly emergency evacuation drills will be implemented, and staff will know the locations of fire extinguishers on their campus. Earthquake and lockdown drills will be conducted two times per school year. A current and easily accessible list of emergency contacts for students will be maintained. Staff will have immediate access to printed student emergency contacts, and access to CitySpan and PowerSchool student databases. Redwood City School District will provide health support on call during program hours in the event of a health emergency or injury.

Comprehensive staff training will occur prior to the school year. The sites will host monthly meetings, to discuss site specific protocols and revisit safety procedures as needed. All professional development days and staff meetings will dedicate a portion of the agenda/topics to discussing a safe and supportive environment, including safety protocols.

When addressing student injuries, staff will follow established protocols when dealing with accidents. In the event of any minor or major emergency, staff will immediately notify parents of the incident and involve the necessary support staff needed to assist the student. Support personnel include, but are not limited to, the district or school nurse, site administration, district administration, and paramedics. To effectively communicate with parents in the event of an emergency or student accident, the program will keep emergency contact information for each student on file, physically and securely in an office/designated space. Staff will have access to the districts and department's enrollment database to find additional contact information, if needed. Staff will document any minor or major injury for parents, emergency, and district administrators.

COVID-19 SAFETY PROCEDURES (to be update as State and County guidelines change)

Pursuant to the provision of the State Public Health Office Order issued on August 11, 2021 ([Order of the State Public Health Officer Vaccine Verification for Workers in Schools](#)) and further action by the Redwood City School District ("RCSD") Board of Trustees, individuals and companies that are working on school district property are required to be fully vaccinated and provide proof of vaccination.

A person is considered fully vaccinated for COVID-19: two weeks (14 days) or more after they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna), or two weeks or more after they have received a single-dose vaccine (Johnson and Johnson).

Contractor currently has a contract with RCSD under which Contractor provides services, supplies, materials, equipment and/or uses or accesses District property or provides services to students in the course and scope of performing its contract.

Records of vaccination verification and testing results will be made available upon District's request or that of the County Health Officer for purposes of case investigation.

In addition, the Contractor shall at all times remain in compliance with all current District policies and procedures associated with COVID-19 safety. The Contractor agrees to strictly, and without exception, follow all local, state, and federal guidelines regarding human protection from COVID-19 (the "Guidelines").

What and how should the program provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students?

The ELO-P will use a positive discipline model (PBIS: Positive Behavior Intervention Support) aligned with the district's research based Multi-Tiered System of Supports (MTSS). Each school's MTSS model includes interventions including counseling, socio-emotional learning, and support. Each school's MTSS expectations will be integrated into the site's extended learning program. This alignment will ensure high levels of student social-emotional learning services that supports a safe and nurturing environment. MTSS practices are designed to produce effective systems, which foster positive attitudes, caring relationships, and a healthy learning community. In a collaborative effort, staff will monitor and teach students program expectations, safety practices, and social emotional practices.

All staff will be trained in Positive Relationship Building and how to develop positive mentoring relationships with students. Additionally, all program sites will align with MTSS practices:

- Align program-wide expectations with the school day expectations
- Students will be trained and practice MTSS expectations
- Expectations will be reinforced by staff and retaught, if needed
- When expectations are not met interventions will be provided with documentation

ELO-P will implement and train all staff on the Collaborative for Academic, Social and Emotional Learning (CASEL) three (3) Social Emotional Learning (SEL) Signature Practices:

1. Welcoming/Inclusion Activities,
2. Engaging Strategies, Brain Breaks, and Transitions, and
3. Optimistic Closures.

These signature practices will be embedded throughout the program and are one of many tools for fostering a supportive environment and promoting SEL. They will intentionally and explicitly help build a habit of practices through which students and adults enhance their SEL skills (CASEL, 2019). The SEL 3 Signature Practices will support the ABCs of an effective learning environment (Richard M. Ryan and Edward L. Deci):

- A—Autonomy: The need to be in control of oneself and empowered to make decisions. Participants make personal choices about what they say and do in each of the activities.
- B—Belonging: The need to be accepted and valued by others. The activities are designed so that every person can be heard and seen without judgment, and to help build relationships with others and with

content.

- C—Competence: The need to be effective or to accomplish things. The 3 SEL Signature Practices give participants opportunities to be effective across a variety of contexts and to strengthen intra- and inter-personal skills during the school day, in out-of-school-time experiences, or at work.”

A personalized environment will be created by planning most activities in smaller groups, such as clubs, study groups, etc., that allow for skill building in collaborative work and conflict resolution. There is never a ratio of more than 1:20 (1 mentor per 20 students, with TK and K staffed at a ratio of 1:10).

Low staff turnover will create the stability that supports close, positive, and mutually respectful student-staff relationships, and consistency is enhanced by the application of regular day program behavioral expectations.

Comprehensive services to foster healthy development will be offered to students and their families, both through referrals and through the broad range of on-site support, including, counseling with Child Mind Institute or One Life. The extended learning staff will use the district referral system to determine appropriate intervention support.

ELO-P staff will foster curiosity, creativity, and the development of social skills by using a wide variety of approaches within a structured environment, for example, through choice activities and field trips. Creative activities will be integrated with academics. ELO-P instructors and mentors will conduct weekly SEL lessons.

Socially significant and relevant activities will be built into the ELO program by catering to students’ personal interests through clubs and service activities (e.g., leadership club) and career interests through a variety of workshops, guest speakers, and mentorship programs.

The program will develop alliances with families so that parents are informed, included, and involved.

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.

While opportunities for supplemental instruction will be present in the ELO-P program, the focus will be on enrichment activities and physical activity.

The ELO-P will provide varied opportunities through research proven youth development practices and program quality assessment (PQA) approaches aimed at promoting a sense of connectedness, belonging and building students’ assets, including goal-setting to make decisions. For example, students will be given options for enrichment based on their interests. It will also be key to have school day learning integrated into the enrichments and academic components of the extended learning programs. Student voice and choice opportunities will be at the forefront. Some programs may include options such as: Cultural Awareness, Character Development, Community and Civic Engagement, Historical News and Events, Engineering Projects and Design, Self-Identity, and Current Events. We will leverage educational partners, programs, subject areas experts, and additional staff who are interested in leading these enrichment activities.

Academic supports will be available in the ELO-P program during dedicated blocks of time for students to work on homework, receive help from adults, or attend office hours. In some ELO-P programs, there will be specific staff members who work with a caseload of students to set academic goals, develop study skills, and work collaboratively with school teachers. Positive youth development elements resulting from improved academic

achievement include increased confidence and a sense of self-efficacy. Enrichment opportunities will be the focus of the after school and in summer programs. Positive youth development elements from enrichment include learning through multiple senses, and thinking critically.

ELO-P programs will provide hands-on, project-based learning that will result in culminating products or events. For example, students may participate in STEAM activities. In addition, students may improve their literacy skills through hands-on activities, read-aloud time, skill building games, and reinforced time with school based online programs like i-Ready or Lexia.

Enrichment activities may include various forms of arts (dance, music, crafts, art...), cooking and community service, which will promote positive youth development. The planning of educational enrichment activities will involve a collection of student and site data that will drive the selection of educational enrichment activities. Student data will be collected through a site student google survey and/or feedback focus group where students will be able to select an interested club or activity. These surveys and/or focus groups will consist of a series of questions that will be focused on enrichment interests and suggested clubs. The surveys and/or focus groups will be administered at the beginning of the ELO-P program planning to support in identifying the site's educational enrichment focuses for the school year. This will give an opportunity for student voices to drive the selection of these activities. Site data will also be considered if there is a need for specific programs that focus on character development, cultural awareness, community and civic engagement, and self-identity.

Outdoor activities will be led by staff trained extensively in youth development principles and practices as well as safety procedures to ensure students are safe physically and emotionally. Sample activities include organized sports, yard games, Playworks fitness curriculum, and other activities.

Once these programs have been identified, all students will have the opportunity to enroll within a set enrollment period. The recruitment and enrollment phase will ensure that all students and parents are informed about programs being offered on site and will give an equal opportunity for all students to be able to self-select and participate in this enrollment process. If students are unable to participate due to capacity, a waitlist will be established to ensure students are given a chance to enroll in an alternative program when available.

3. SKILL BUILDING

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

EDUCATION AND LITERACY COMPONENT

Each program will include an educational and literacy component (supplemental to the school-based program) in one or more of the following areas: language arts, mathematics, history, social science, computer training, or science. This educational and literacy component will support the schools core curriculum, state standards, and will be developed in collaboration with program partners. All programs will offer homework support in different subject areas. Teachers and school staff will be active partners by serving as liaisons. School liaisons bridge communication and academic information with teachers and program; determine focus of lessons, help problem solve student specific issues, collaborate in creating new projects and learning opportunities, and may provide professional development to program staff by observation, modeling and coaching.

- a. Many of the ELO-P program attendees will be English learners (priority ELO-P criteria). Program staff will receive professional development or intensive support on how to support English development in the after school setting. When possible, bilingual speaking staff will be assigned to classrooms with ELL students.

- b. In addition to serving EL students, ELO-P will programs will serve students with IEPs. For students needing 1-1 assistance, plans are being made to hire Instructional Assistants to accompany and support the children in order that they be safe, included and able to participate in the activities.
- c. The academic component of the ELO-P has been designed to support and complement RCSD's school-day academic activities. Academic assistance will help students to develop proficiency in reading/language arts, math, and homework completion. ELO-P staff will provide daily homework help, mentoring, targeted intervention and support in skill building. All students participate daily in academic support activities. Through homework support, academic skills building activities and enrichment opportunities, the ELO-P promotes academic engagement and skill confidence of all students. Assessment data shows that student participants benefit greatly from homework support, as most of our families work late and have little time to complete homework when they get home. The Homework Club provides an environment where students get assistance with homework and build study skills. When students finish homework, they can engage in activities or help others. We have seen demonstrated results in our student surveys in the following:

Student Survey Results

- 79% of students said this program helps them care more about school
- 89% of students said this program helps them get their homework done
- 85% of students said this program helps them set goals and achieve them
- 76% of students said this program helps them learn good study skills (i.e. reading skills, taking tests).

Parent Survey Results

- 98% of parents said that because of this program they can go to work or school.
- 94% of parents said this program is a safe space for their child.
- 86% of parents said this program helps their child get their homework done on time.
- 85% of parents said since attending this program, they have seen their child's attitude towards school improve.

ENRICHMENT COMPONENT

In addition to educational literacy reinforcement, students will be offered a variety of enrichment options. For example, STEAM (Science, Technology, Engineering, Art, and Mathematics) enrichment activities will be offered. Through project-based learning, students make concrete connections to everyday life while developing creative thinking and problem-solving skills that they will use throughout their lives. Students will present their projects or describe how they completed an activity and share the skills they either utilized or learned to finish the task and/or project.

- a. Enrichment activities focus on students' interests and are designed to increase their motivation, sense of efficacy, mastering different skills, and development of 21st skills such as communication and teamwork. The activities also aim to expose students to areas that are not part of their regular repertoire and they promote long-term engagement in education and higher education interest.
- b. Also, several schools bring character education and social-emotional learning to their sites through support, pro-development skills groups, individual group mentoring programs, and mental health partnerships for therapeutic services.

SKILL BUILDING: 21st Century Skills

The ELO-P program will enhance the 21st Century skills of communication, collaboration, critical thinking, and creativity (the "four Cs") by engaging students in project-based learning activities.

Furthermore, these projects can have a STEAM based focus to further enhance using 21st century skills. As elaborated in the section above, groups of students will collaborate with each other to address a topic, challenge, or question. At the end of the project, student groups will share their findings/results/product with their peers in a presentation and discuss which skills they learned and utilized to complete their project.

To support learning of 21st Century skills, staff will be trained on the “four Cs” to ensure that activities have intentional practice of the skills such ensuring that activities are student inquiry based and hands-on. The activities plan for all enrichments will have a section devoted to identifying how the four Cs will be used and reinforced during the activity.

SKILL BUILDING: College and Career Readiness

ELO-P Programs will provide intentional opportunities for students to develop skills to be college and career ready. To encourage students and their families to think about a college pathway, sites will provide parent information bulletins on how to navigate their child through the education system. With the goal of empowering parents with this knowledge as soon as possible, these informational bulletins will be offered to parents of all grade levels. The enrollment and attendance of the enrichment programs will be monitored to determine if the program should be offered in the next enrichment cycle.

4. YOUTH VOICE AND LEADERSHIP

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

Student input is critical to program design. Our City of Redwood City(REACH), PAL, and BGCP expanded learning day programs strive to introduce meaningful opportunities for youth voice and choice throughout the program day—which research has shown, leads to increased youth ownership and investment, as well as strengthening self-esteem, personal power, and responsibility. Staff are intentional about creating an atmosphere where youth voice is a part of our daily culture, woven in as many experiences as possible. Youth voice is the opportunity for our students to express their ideas, give feedback on program offerings and activities, and share their knowledge, thereby shaping their experiences in the expanded learning day and increasing their engagement of their learning.

Engaging students in the design and implementation of our programs will prepare them to be responsible and caring citizens of their larger communities when they reach adulthood. In addition, they will further develop important skills such as leadership, communication, collaboration and teamwork. Direct youth involvement offers potential benefits to the young people—both those who help to develop the program and those served by the program. Youth gain experience and confidence, organizations gain a fresh perspective on youth culture, and organizations develop more effective outreach. This is why our Expanded Learning Programs remain relevant, dynamic organizations for youth today.

Staff collaborate with students continually, both informally and formally. Staff collect student and family feedback through annual surveys which ask about their experiences in the program, focusing on their feelings of safety, support, and the quality of their experiences. This annual Panorama survey informs the type of programs/activities that ELO-P offers. These surveys also speak to the culture and atmosphere within a school site, and dictate the training and professional development offered to ELO-P staff. For example, students are able to request enrichment activities and clubs based on their interests. Recent offerings have included: cooking, basketball, dance, art, music, comic book making, and much more. Clubs rotate monthly to give youth more choices throughout the year. Within each Enrichment club, students are given opportunities to determine the direction of the activities. Student feedback will also be gathered via surveys and focus groups

and will be used to determine enrichment program selection and after school activities. Enrichment cycles will be developed, and ALL students will have the opportunity to choose which enrichment activities they would like to participate in after-school. The enrichment offerings will be aligned to the feedback gathered by the students within each grade level span. Additionally, the district will establish partnerships with educational organizations who provide services in the areas that are sought after.

Expanded learning day programs take place in assigned classrooms and utilize the school's multi-purpose room, media center and outside playground and sports fields. The ELO-P staff and students are able to transform each room into their own engaging and unique learning environment in the after-school hours with student-designed posters and decorations that speak to their shared expectations and guidelines. Each day begins with a community circle that provides opportunities for youth to share what they want to do that day and that month, students' daily life, and what they want to keep and change about the program.

Elementary youth have daily opportunities to offer feedback and make decisions about their programs and activities. The expanded learning day schedule allows for leadership opportunities and youth choice. For example, elementary students are incredibly enthusiastic and eager to take on helper roles. They help pass out snacks, hand out materials for activities, greet parents at pick-up and let the appropriate staff know they have a parent on campus for pick-up. Staff are encouraged to find opportunities for youth to take on leadership roles throughout the program day. Youth voice and choice is integrated throughout the program. Youth in lower grades are provided with multiple opportunities to make positive choices for themselves throughout the program day. For example, lower grade youth will be given opportunities to help plan enrichment activities. In daily circles/reflections and also during restorative justice sessions, students discuss issues that are important and relevant to them and their community. Students problem solve around these issues and implement changes as needed

Seventh and Eighth graders receive training as Jr. Leaders, and have the opportunity to develop their leadership skills as role models and helpers with younger students. These students help younger students with their homework and serve as Reading Buddies to help younger students increase their literacy skills.

As with elementary students, middle school students want to determine and choose their enrichment offerings. Recent offerings in the middle school include: Intro to DJ'ing, Fashion, Video Production, Sports, Science, DIY, and more. Through donations from local companies, programs have access to modern equipment that provide students with the latest technologies and methods – in music production, filmmaking, for example.

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.

Engaging in Healthy Choices and Behaviors: Social Emotional Well Being

In efforts to support the mental health of students, mental health resources and social emotional learning signature practices will be offered daily to ensure the well-being of students is a primary focus to our ELO-programs.

SEL signature practices will be embedded in all components within the ELO-program. These practices include welcoming rituals, engaging communication, and optimistic closures. As this will be the focus of our foundational staff practices, staff will be trained to embed these SEL signature practices throughout the entirety of the program.

RCSD school sites have a full time Mental Health Clinician who supervises other clinicians, interns, and partners who work schedules that span the instructional day and ELO-P. Most direct student counseling is during the school day although some individual meetings with students (and family members, as appropriate) occur after school. Student counseling groups typically include anger management, dealing with family dysfunction (addiction, violence, etc.), impulse control, etc.

Wellness initiative collaborations with Child Mind Institute, Acknowledge Alliance, and the Children’s Health Council allow for trauma-based student support groups and Tier-1 classroom level SEL support in the form of curriculum, community circles, restorative justice circles, conflict resolution, and mindfulness practices.

Nutritious meals and/or snacks:

The ELO-P program will align its wellness initiative with the district’s health and wellness policies. Staff that handle snacks will attend trainings to ensure they follow district health and safety protocols. Additionally, the ELO-P staff will ensure that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and prosocial behaviors are fostered and practiced. One-third of the program schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social emotional learning. The ELO-P incorporates daily mindfulness activities to support the development of student wellness. Program participants engage in daily community building activities to develop positive peer relationships. Program participants engage in daily self-reflections to support the development of self awareness. The ELO-P leadership and staff work with the RCSD site social-emotional learning (SEL) team to ensure all behavior practices and protocols are aligned with instructional school day. The ELO-P structure includes physical activities to promote health, daily activities that include sports, ice breakers, team building activities, and other exercises that allow students to warm up, work out, participate in team sports, and cool down.

Healthy Practices

- Health policies: Healthy practices begin with comprehensive health policies that are regularly monitored. ELO-P operate on a campus that is tobacco- and hazardous substance-free and with a staff that is trained in emergency/disaster preparedness and first aid/CPR
- Health records and medications. Student health records are accessible to staff trained in legal and ethical confidentiality. Medications are secured and distributed in the ELO-P as during the instructional day.

At no cost to program participants, all students will be provided with a healthy snack. 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

A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. TK-8th grade students will have the opportunity to participate in a physical fitness club program. All sites will be able to leverage site experts, such as Playworks. These physical fitness components will also include a nutrition emphasis. This could include, but is not limited to discussions, lessons, and promoting of healthy snacks.

Sample Menu

Monday	Tuesday	Wednesday	Thursday	Friday
Juice, raisins, string cheese	Milk, banana, cereal bowl	Raisins , sunflower seeds, juice	Red apple, Cheez-its, milk	Yogurt and graham crackers

6. DIVERSITY, ACCESS AND EQUITY

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

The ELO-P Programs will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. Program staff will include adults with backgrounds similar to the students. Staff will be provided with on-going training on equity and diversity to ensure the program creates an environment that promotes diversity and celebrates the students' cultural and unique backgrounds. The program celebrates students' culture in a variety of ways. One of the most prominent ways is through the infusion of culturally rich experiences that highlight the rich heritage of our students. Students will explore their heritage and culture in clubs through activities, projects, presentations, and/or performances. Furthermore, activities that involve the family will bolster the celebration of students' culture and backgrounds. The ELO-P is open to all students across RCSD's diverse student body. Yearly calendar themes and lesson plans encourage activities to promote cross-curricular connections throughout activities. For example African drumming and multicultural art will be among the program offerings. In these classes, students explore the history and origin of where the activities stem from and progression through time. In the proposed cooking class, students explore recipes from a diverse range of cultures and share the recipes with all families. The ELO-P programs will support and participate in the cultural events sponsored by the school day. In addition, ELO-P partners promote these events amongst the enrolled families to encourage community building and cultural expression.

RCSD and ELO-P partners are committed to serving all students, are guided by best practices in youth development, and use a strength-based approach to building our students' assets. In the ELO-P, every effort will be made to connect students to their areas of strength, be it in areas of academics or enrichment, such as art, dance, sports, and leadership. Often, challenging students find a sense of belonging in the after school program that transfers to them also gaining a stronger attachment in the regular school day program.

How can the program ensure support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program?

Access to ELO-P programs is essential to meet the needs of students, especially those with disabilities, English language learners, and/or students that have barriers that could potentially limit their participation.

For students with disabilities, the ELO-P will provide support staff who have training in working with students with special needs. The Out-of-School Time Programs Department will collaborate with the Special Education Department to develop professional development to build the knowledge and skills of staff needed to work effectively with students with special needs. Furthermore, Special Education and ELO-P will collaborate on reasonable accommodations as they relate to student's IEPs and determine a communication and support plan. Instructional assistants will be hired to accompany students needing 1-1 assistance.

To meet the needs of English language learners (ELL), staff will be trained on English language development and effective strategies to support ELL students and program activity plans will incorporate intentional use of the ELL supports to ensure these students have access to the material and content.

The ELO-P programs will be designed to be inclusive, and staff will regularly collaborate with families and school staff to better meet the particular needs of students with disabilities, English Learners, and other students who have potential barriers to participation in the program. ELO-P Program Directors will work

closely with RCSD's school leadership and MTSS teams to assess student needs and ensure that each student's after school curriculum is aligned with and addresses the student's regular school day needs. ELO-P staff will work with RCSD's special education department to ensure equitable access for students with special needs and with site teachers to address the academic and enrichment needs of English Learners.

Creating an environment that promotes diversity also means having leadership who are bilingual and can communicate with all families and creatively reach out to families that are difficult to get in touch with. Having a staff that reflects the ethnicity of the participants is a primary goal of our ELO-P partners.

Students with disabilities, English Learners, and other students can face both real and perceived barriers to participation. Perceived barriers are targeted by the school's focus on inclusiveness. When incidents of negative behaviors occur, they are never minimized but are used as opportunities for learning from mistakes and second chances to get inclusiveness right. The culture of inclusiveness is never taken for granted at RCSD.

Beyond the possible perceived barriers, there are also potential real barriers. For students with disabilities, these may include:

- a. An emphasis on sports and physical activities to the exclusion of other options. ELO-P partners will ensure that there are always alternatives to a physical activity that might otherwise isolate a student with disabilities. For example, during fitness, only some choices involve physical games, so there are other options students with physical disabilities can choose without being clustered in a single group.
- b. A lack of appropriate academic or social/emotional support and encouragement. This is probably the major potential barrier to participation by students with disabilities, and one that ELO-P addresses by incorporating
 - i. Special education resource teachers on call or instructors act as one-on-one aides, whenever needed for student participation in ELO-P
 - ii. Training for ELO-P Mentors in accommodations
 - iii. A summary of IEP/health accommodations for each student, available to all ELO-P Mentors.
- c. A lack of enrichment activities in which students can participate as equals. Again, ELO-P partners offer multiple enrichment opportunities that deliver fun and success for all students. In enrichment for example, Board Games & Art offer individual choice options that are accessible by students at all cognitive levels.
- d. Possible real barriers for English Learners may include: An emphasis on language-based activities. English learners have many activities in which they can participate successfully without extensive English skills. During clubs for example, organized games like soccer and basketball all provide engaging options that don't require significant English while offering opportunities for oral language practice; the same is true for almost all Club opportunities & Teams.
- e. A lack of appropriate academic support. The ELO-P partners have bilingual staff and tutors available during Power Hour, and bilingual Mentors in Academic Advising, so English learners are never without academic support from adults.

Expanded Learning Programs have often been a safe-haven for students who experience challenges at home or attending school. Staff trained in Youth Development and Mentoring will create a safe space for these students to thrive. The program offers an opportunity for at-risk students to be and feel successful with their interactions with adults and peers. Furthermore, the enrichment components of the program (e.g., student clubs, enrichment, etc.) provide students who struggle academically with opportunities to develop, improve, and excel in other avenues that are not confined solely to academics. These programs will be inclusive and committed to serving the needs of students and removing potential barriers so that they are able to participate more fully in the program.

7. QUALITY STAFF

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

Staffing in the ELO-P partners represents the diversity of our community and the students prioritized for attendance in the ELO-P programs. The partners achieve this by recruiting staff primarily in the communities they serve so that our staff reflects participants' cultural/linguistic diversity. Chosen staff then receive training in high expectations, multiple levels of support strategies, and modeling inclusiveness. They are taught specific academic and behavioral support strategies emphasizing inclusiveness and are evaluated on their implementation

Program administration or leadership will conduct regular site visits on a weekly basis and build intentional relationships with site administration, staff, parents, and students. Program Administration will work closely with Site Leadership (Site Leads) to ensure department goals and focuses are being delivered with fidelity and provide support as guided through the Expanded Learning Quality Standards. Site visits will provide technical support in the areas, but not limited to, quality standards focus goals, staff, students and parent support, educational partner guidance, etc.

The positions within the ELO-P at a site level comprehensively create a supportive, safe, and engaging environment for students. (ex. Program Director, Mentors, Instructors, Volunteers). Each position has a detailed list of job duties and responsibilities that are tied to their experience requirements. Each applicant is vetted through the ELO-P Human Resources Department. A thorough background and interview process takes place, to ensure students engage with highly qualified staff. Recruitment process is a comprehensive outreach approach that comprises workforce hiring databases, local colleges, and universities in-person job fairs, flyers and electronic communication, local businesses, and word of mouth. Collectively, hiring communication is disseminated to target key stakeholder employment.

The ELO-P staff will take part in continuous professional development throughout the year. At the beginning of the school year, all staff will take part in a three (3) to four (4) day professional development days. Throughout the year, Site Leads will attend monthly meetings with Program Administrators where they will be introduced to new program goals, curriculum training, and/or resources. Site Leads will then take the information back to their school sites and inform their team at their staff meetings.

ELO-P staff must meet the requirements for the RCSD Instructional Assistant positions (see job description below) prior to employment. In addition, all staff must have college-level proficiency in English and Math. Fortunately, most ELO-P staff are college graduates or are currently attending college.

All staff working in the ELO-P are hired through each organization's Human Resource Department. For every position, there is a job description that includes significant information, including both the minimum requirements and the desired characteristics. The most entry level position in the ELO-P is the Mentor/Instructor. All other positions have higher qualifications.

I. Staffing Requirements per California Department of Education

- a. Each program employs an after school program site coordinator/director for each site.
- b. The selection of the Site Coordinator must be approved by the school principal
- c. Programs must maintain an adult-student ratio of 1:20 (TK and Kinder 1:10)
- d. All staff used in the above ratio must meet the District's minimum qualifications for an instructional aide.

II. The minimum requirements for this position

- a. [RCSD Instructional Assistant Job Description](#)
- b. Tuberculosis Bacillus (TB) clearance
- c. Fingerprint clearance
- d. Background clearance
- e. High school diploma or equivalency
- f. Pass the paraprofessional proficiency test, or have a minimum of 48 college semester units

III. RCSD District Requirements

- a. Site Coordinators are not in ratio (unless there is a staff shortage or other need) and work a minimum of 30 hours per week at the school site.
- b. At the Community Schools (Taft, Hoover, Garfield, Adelante Selby, Roosevelt, MIT and Kennedy) the Community School Coordinator must also be involved in the selection of the Site Coordinator, and will be the contact person for the provider.
- c. Program staff will have the following:
 - Classroom management skills
 - Ability to help students with homework in a way that helps students improve their learning
 - Cultural competency and sensitivity to the unique needs of the school population
 - Ability to successfully work with high needs students including special education students.

Program Managers/Directors have strong backgrounds in youth development theory and practice; program management; coaching; training; crisis management, and the delivery of academic curricula. Directors have the following qualifications: Leadership capacity and ability to inspire others; familiarity with Youth Development theory and practice; ability to develop strong relationships and work closely with diverse individuals and organizations; effective time management, coordination, communication, and problem-solving skills; positive work ethic; ability to train and support co-workers and volunteers; and knowledge of a variety of games, sports, arts, and other child-related activities.

Program Instructors, who lead programming, must have a knowledge base of core elementary/ middle school subjects; experience working with children of various demographics and diverse backgrounds; strong communication and written skills; facilitation skills; and classroom behavior management. They must be able to clearly explain instructions; communicate in a professional manner with parents and school staff; and be comfortable teaching a lesson and being an authority figure.

As previously noted, ELO-P recruits in the communities we serve so that our staff reflect participants' cultural/linguistic diversity. We invest heavily in professional development to create cohesive, committed, and effective teams focused on promoting youth development.

Providers will begin recruitment efforts in the spring and summer in order to have sufficient time for posting job descriptions (job opportunities are posted on online job websites, college campuses, and teaching institutions), phone and in-person interviews, due diligence including background checks, and teacher training workshops before programming begins in September. After-school providers also utilize the strong relationships they have built with teaching staff when considering new staff, often hiring school-day teachers for their after-school and summer programs.

Describe the type and schedule for the continuous professional development that will be provided to staff.

All ELO-P staff participate in a professional development program with three goals:

1. Ensure that all staff have the knowledge and skills to do a high quality job
2. Foster the continuous professional and personal growth that leads to job satisfaction and retention at the agency, and
3. Ensure that staff feel valued and supported through close-knit, positive, and collaborative teams.

By providing opportunities for growth, ELO-P have maintained a happy, motivated, consistent staff and foster opportunities for advancement from community volunteer to Program Instructor to Program Coordinator to Program Manager. ELO-P Coordinators are trained in an initial week-long institutes, on a monthly basis and in a series of quarterly training and cohort opportunities. Program Coordinators receive extensive training focused on ELO-P Coaching Model, Strength-Based Institutes, Train the Trainers, Missions/Values, Youth Development, Supervision, Various Student Behavior and Need Scenarios, and Policies and Procedures.

Program Instructors also participate in a Summer Institute and receive monthly site-level training and are offered numerous quarterly training opportunities. Topics include Relationship Building, Youth Program Quality Assessment, Lesson Planning, PBIS, Social Emotional Learning, Facilitative leadership; Program Policies; Program quality; Crisis Management; and Homework Assistance; learning styles/strategies; behavior management; working with English Learners; cultural competency, working with people with disabilities and diverse needs; school site safety and emergency procedures. Initial professional development (PD) is provided for all staff at the beginning of the year and for any new hires during the year. Program providers are aware that this may be the first job for many staff members, and therefore, are eager to provide on-going professional development opportunities that develop on-the-job skills and competencies that will help staff succeed in any workplace situation.

Professional development trainings led by provider organizations (BGCP, City of Redwood City(REACH), PAL, RCSD, etc.) typically occur every two months and last approximately 4 hours, covering a wide range of topics and giving staff the space and time to build community, reconnect with their peers, and practice new skills. Below is a typical calendar of a year-long professional development schedule:

Month	Activity
August	<p>Prior to the beginning of the school year, all staff participate in training led by their employer and the district that covers those skills and competencies most important for a successful start to the school year.</p> <p>These include (but are not limited to):</p> <ul style="list-style-type: none">-Big 5 Emergency Procedures,-SEL,-positive behavioral management,-covering program rules and regulations,-effectively communicating with stakeholders, and-how to lead STEAM-related project-based activities, and-lesson/ activity planning + delivery- Classroom Management (PAL)- Race & Equity in the classroom (PAL)

	<ul style="list-style-type: none"> - Academic support & Strategies (PAL) - Newcomer Support (PAL) - Restorative Practices (PAL) -Enrichment curriculum overview and delivery (BGCP) -Trauma informed practices (BGCP) -Building Relationships and Healthy Boundaries (BGCP) <p>This training also includes team-building activities to help staff build cohesiveness and a sense of camaraderie as they enter the school year together.</p>
October	Staff participate in CPR/AED training through the Sequoia Healthcare District (a public entity providing community-based health care services to residents in San Mateo County). Additionally, staff participate in an online mandatory reporting training through the county
January	<p>Staff attend a 4-hour training covering conflict resolution, creating a supportive environment and ways to increase student engagement and positive interactions with one another.</p> <p>PQA Action Planning - sites review data gathered during PQA process and create an Action Plan for site improvement (BGCP)</p>
March	Staff participate in a 4-hour training including workshops on team-building and leading recreational activities.
May / June	Training covers summer programming; providing staff with time to determine summer themes and activities (based on end-of-year reflections with school Principals) and collaborate with outside partners to provide supplemental enrichment and recreational services.

The ELO-P Director completes performance-based assessments on a regular basis for ELO-P staff, providing feedback and coming to consensus with the individual on appropriate tailored PD

As noted above, the ELO-P is provided in partnership with PAL, City of Redwood City(REACH), and BGCP. The vast majority of program activities are performed by ELO-P staff rather than subcontractors. Occasionally, ELO-P uses subcontractors to provide individual enrichment activities for portions of the school year.

8. CLEAR VISION, MISSION, AND PURPOSE

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

REDWOOD CITY SCHOOL DISTRICT VISION, MISSION, AND PURPOSE

Mission: RCSD creates a safe and supportive, inspirational and rigorous, joyful and inclusive environment for all learners

Vision: RCSD will be a thriving, dynamic, innovative, and nurturing community where each student realizes their unique gifts and strengths to achieve high intellectual performances for personal and academic success

Values: RCSD has a collective responsibility to achieve our vision through a commitment to these

values:

- **Innovation:** to analyze systemic practices, including racial biases, through an equity consciousness lens that dismantle barriers to student learning and emotional well being.
- **Student Voice:** to encourage students' bravery, voice and leadership.
- **Equity:** to instill passion in learning emphasizing student strengths and gifts for all learners: all abilities, all ethnicities and cultural identities, LGBTQ + youth, and multilingual learners
- **Engagement:** to offer opportunities and access to joyful, rigorous, and enriching instruction and resources
- **Partnerships:** to build family and community partnerships for student success

RCSD BOARD MISSION, VISION, AND PURPOSE

Goals:

- Ensure all students are reading at or above grade level by the end of second grade.
- Support all students in meeting and excelling in district benchmarks.
- Reduce the number of long term English learners.
- Recognize, retain and recruit high quality staff.
- Expand and strengthen partnerships to increase access to preschool, before and after school summer programs.
- Manage bond construction projects on time and on budget.

Current ELO-P Partners

POLICE ACTIVITIES LEAGUE VISION, MISSION, AND PURPOSE

Mission: The Redwood City-Police Activities League (PAL) joins police professionals and community members in a unified effort with a mission to provide school-age children and their families with access to academic support, life skills and personal development activities, with a focus on producing successful opportunities for underrepresented and underserved communities throughout Redwood City.

Purpose: To nurture the next generation of leaders in our community.

BOYS & GIRLS CLUB VISION, MISSION, AND PURPOSE

Vision: All youth grow up to lead fulfilling lives fueled by their passions, talents, and a love of learning

Mission: To empower the youth in our community with equitable access to social, academic, and career opportunities to thrive

Core Values:

- Curiosity: We wonder why things are and explore fearlessly
- Respect: We honor our community and our diversity
- Ownership: We step up and take responsibility for our learning and actions
- Ganas: We keep going when it's tough

- Unity: We are inclusive and support each other to reach our goals
- Equity: We elevate the strengths and support the needs of those around us

CITY OF REDWOOD CITY VISION, MISSION, AND PURPOSE

Core Purpose: Build a Great Community Together

Vision: A community where people of all backgrounds and income levels can thrive.

Mission: Building a welcoming Redwood City through collaboration, responsiveness and excellence.

The ELO-P program will engage all educational partners including: (students, parents, staff, and community) by ensuring that its vision and mission go hand in hand and are reflected in the program goals and objectives based on educational partners input collected. RCSD Administration has been meeting regularly with the current ELO-P community partners to discuss the addition of services to school sites, program offerings, and expansion opportunities.

The program will monitor progress towards its goals regularly and will continue to collaborate with all educational partners in the process of reviewing and modifying any current or additional goals.

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 Assistant Superintendent of Ed Services and the Director of Community Schools and Partnerships meet frequently with extended learning partners to brainstorm and plan for program growth as required by the ELO-P plan. Topics in these planning meetings include the increase of space needs, enrichment providers, the hiring of Instructional Assistants to support medically fragile students with IEPs and the recruitment of priority students.

The current ASES and 21st Century program providers (City of Redwood City(REACH), BGCP, and The Envisioneers) have been joined by PAL as phase 1 of the ELO-P implementation. Possible schedules and budgets were submitted, and are awaiting approval and further funding notification (see attachments for possible schedule examples).

Overall, the ELO-P programs will maintain a virtually seamless relationship with the regular instructional day program, as both are essential to the school's success in meeting its mission. The Partnerships are exemplified in the elements below.

- Strategic Plan** - The ELO-P supports and program offerings are an inherent part of RCSD's Strategic Plan, and the ELO-P Plan uses the Strategic Plan mission, vision, goals, & objectives as the basis for action planning and analysis of progress.
- Health and safety** - As noted previously, the ELO-P protocols/procedures for health & safety are the same as those used in the regular school day; for example, day program safety drills are replicated in ELO-P; both groups of staff have access common health and emergency records; discipline reports are shared across programs; etc.

- c. Support for students with special needs - Information & strategies are shared between programs; for example, IEPs are available and accommodations are shared with both personnel; EL student and family needs are shared between programs; etc.
- d. Common standards-based curriculum, assignments, assessments - All academic work in the ELO-P
- e. is generated by the day teachers and is accessed through the school intranet by ELO-P personnel and students.
- f. Common behavioral expectations and support strategies - ELO-P follows the day program behavioral expectations published in the Student Handbook, uses the same support strategies, refers students in violation to ELO-P site directors and RCSD site admin, and shares all incident reports with the school site leadership.
- g. Shared academic support strategies - ELO-P academic mentors and advisors use the same strategies employed by school teachers, push into classrooms as supports, and develop student goals in collaboration with individual students and their teachers.
- h. Common staff - School day staff are present on campus sometimes during ELO-P. School admin may also be present. Because ELO-P staff may push into the classroom during the school day, students in extended day learning programs may be well acquainted with ELO-P mentors/instructors.
- i. Integrated activities - Beyond academics, many enrichment options are integrated with the day program, including celebrations, events, appreciations, spirit weeks, etc.

School Site Partnerships: The day-to-day work of educating and supporting our children and families takes place at each school site, where school-day staff and after-school staff work closely together to ensure a smooth integration of skill development and learning, while also making sure that the after-school program isn't a merely a continuation of the school day, but an "engaging and fun" supplemental program that offers students new ways to learn and explore, and encourage their curiosity about the world. Principals, Community School Coordinators, teachers, counselors, Family Resource Center staff, and after-school providers all communicate about individual students and their educational, social and emotional needs and determine ways to address these needs.

The RCSD continues to implement the Community School model which calls for true collaboration where all constituents are working together on program planning, implementation, evaluation, advocacy and decision-making. These schools actively engage administrators, teachers and paraprofessionals, Family Resource Center Staff, families, after-school agencies, and community members in decision-making policies and community events. 21CCLC programs and services are coordinated and supported by Community School Coordinators based in each community school. The Community Schools Coordinator (CSC) is the hub of the Community School structure, and is responsible for addressing student and family needs. The CSC oversees family support services, advocates for the youth perspective in decision-making, and facilitates relationships with and among collaborative partners. The CSC's work closely with the school's after-school director, a staff member from each after-school provider who is based at their school site full-time in order to be accessible to teachers, school administrators, parents and students. The after-school director and CSC meet regularly to identify and recruit after-school participants, and continually work on ways to improve program integration and collaboration between school day learning and extended day activities.

ELO-P has a large number of collaborative partners across its various sites and frequently (at least each school year) reviews which ones continue to be a good fit for the RCSD program. We rely on our partners to assist in

removing the barriers that our students and families face and provide enriching opportunities that address student's interests. Because of COVID's impact on the program these past 18 months, we have not been able to add new program partnerships, but we hope to renew the effort during the grant term once the pandemic is behind us.

Potential Additional Collaborative Partnerships for Phase 2 of the ELO-P design (as the numbers of enrolled students increase)

- a. **YMCA of Silicon Valley:** Provides additional after school opportunities for students on the Adelante Selby campus. YMCA also provides Project Cornerstone.
- b. **Siena Youth Center:** Provides additional after school opportunities to Adelante Selby students at an off-site location. SYC has a strong leadership, college and career readiness, and social justice component.
- c. **Sheriff's Activity League:** School leadership, sports league, and program planning family outreach.
- d. **Redwood City Family Centers.** All community schools at Fair Oaks, Taft, Hoover, Garfield, and Kennedy have an active Family Center and are able to provide support regarding integrating services, participant referrals, staff training as well as general programmatic support dealing with topics related to mental health counseling and family literacy.
- e. **Second Harvest Food Bank.** Has been instrumental in helping the RCSD to provide supplemental snacks to participating programs at a very low cost.
- f. **Fair Oaks Community Center:** After school program planning, staffing & administration; family outreach
- g. **Human Services Agency:** delivers high impact services through counseling, skill development, and crisis prevention to children, youth, adults, and families.
- h. **Redwood City Library.** Always present with special events, resources etc.
- i. **Safe Routes to School.** Managed through the RWC2020 grants and staff, provide support around pedestrian safety and active lifestyle during program hours.
- j. **Menlo School.** Provides volunteers to assist with our recreation component.
- k. **The John W. Gardner Center of Stanford University:** Continues to study and support RCSD's Community School Model at 7 of our school sites (including 7 of our 8 Extended Learning sites) with research and professional capacity building. This work continues to form our perspective on how coordinated services better meet the needs of our students with technical/evaluation assistance through access to aggregated data for our district and beyond.
- l. **Star-Vista, Child Mind Institute and RCSD Mental Health Counselors:** Delivers high impact services through counseling, social and emotional skill development, and crisis prevention to children, youth, adults, and families.

10. CONTINUOUS QUALITY IMPROVEMENT

Describe the program's Continuous Quality Improvement plan

The Continuous Quality Improvement process will work in conjunction with the Expanded Learning Quality Standards. Every year an internal assessment will take place at each of our school sites to ensure the quality standards are being met, and program improvement and accountability are occurring.

The department will identify key quality standards that will be the focus of the year. Collectively with site leadership, program administration will establish monthly program goals and focuses. Ongoing technical assistance and resources will be provided to each school site.

Through ongoing stakeholder surveys, results will determine program goal achievement and opportunities for growth. Program goals and focuses will be shared with Site Administration, parents, staff and students through meetings, bulletins, and/or letters.

The CQI tool will be assessed semiannually by a key educational partner, District Administrators, parents, and Site Leads to determine areas of focus for implementing the California Quality Standards. The CQI tool will be used to provide ratings on evaluation of each program. The CQI tool will be used as feedback for each before and after school program on how well they are implementing the California State Quality Standards for Out-of-School Time Programs. District Administrator will use the CQI model of Asses, Plan, and Improve.

Asses (Data Analysis and Reflection)

1. Clear data trends
2. Areas of strength
3. Areas of improvement
4. Short-term and long-term goals

Plan

1. Specify objectives
2. Create a plan to meet objectives

Improve

1. Provide resources and collaboration for staff to meet objectives
2. Provide on-site training and professional development for staff in areas of focus that address the planned objectives

RCSD and Extended Learning Programs engage in an on-going process of evaluation and continuous improvement of the extended learning day programs. Survey results are utilized to plan and develop strategies to implement program improvements. Data is shared with school day staff to collaborate and make continuous program improvements. ELO-P programs are held to high standards to engage in routine observations and utilize the ELO-P coaching model, stakeholder input and implementation of improvements. Below is a calendar of the major CQI activities that are carried out throughout the year and which stakeholders participate in each of them:

CQI Action Item	When	Who
Data Review	August	ELO-P Directors (Program and Site), District Administration, and

		Site Administrators
Self Assessment using the Quality Standards and PQA pg 44	September	ELO-P Directors (Program and Site), District Administration, and Site Administrators
Surveys: Round 1	October	All Stakeholders [students, families, school site admin and teachers, ELO-P staff]
Quality Improvement Action Plans	November	ELO-P Directors (Program and Site), District Administration, and Site Administrators
Formal Site Visit using the Quality Standards and PQA pg 44	March	ELO-P Directors (Program and Site), District Administration, and Site Administrators
Program Planning Tool Process	April	ELO-P Directors (Program and Site), District Administration, and Site Administrators
Surveys: Round 2	May	All Stakeholders [students, families, school site admin and teachers, ELO-P staff]

CONTINUOUS IMPROVEMENT NEEDS ASSESSMENT & INTERVENTIONS

Both RCSD and ELO-P will conduct student, parent, and teacher surveys to inform plans and to implement a program that is youth-designed and customized each year to meet the students’ needs. We will engage in a continuous quality improvement process through which ELO-P leadership, and RCSD’s school leadership teams meet on a regular basis to plan, assess, and talk about areas for improvement. The ELO-P is designed and staffed to be safe, accessible to, and effective for students (and families) who are struggling due to poverty, academic and social-emotional challenges, and other life circumstances—helping them overcome obstacles and become high achieving learners.

By doing so, ELO-P will help to reduce the achievement gap and increase school day attendance. Across the district and extended day learning programs, we believe in promoting the successful, holistic development of youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their communities. In collaboration with our partner schools, we will prioritize high-need students for admission to our programs. As a result of this, we have seen an increase in the annual plan outcomes that we specifically track and measure: increased school attendance, increased feelings of safety, increased youth development assets and behavioral assets, and increased school bonding.

11. PROGRAM MANAGEMENT

Describe the plan for program management.

Currently, ASES and 21st CCLC limit the number of students that access the extended hours program, based on funding level. By increasing access to educational and enrichment services, RCSD will be able to enhance the

district' vision and mission and goals of providing a safe environment and a variety of opportunities that enrich the lives of children and youth.

Funding will promote active and engaged learning opportunities for students who are not currently in ASES and 21st CCLC. Education partnerships will allow for all students to gain access to STEAM, visual and performing arts programs, cultural awareness, and service-learning opportunities as well as receive homework help and engage in sports and team-based physical activities. The funds will enable students the opportunity to enhance their horizons and expose them to continuous learning opportunities.

With this growth in the after school program (projected to be offered to all students in the Redwood City School District), additional oversight and organizational support will be needed. A new position of "Extended Care Manager" is proposed. This manager will work in collaboration with the Director of Community Schools and District Partnerships and the Assistant Superintendent of Ed Services, to plan, oversee and communicate with the current district partners and the additional district partners that will be needed to provide the amount of extended care that will be expected as the program is offered to all RCSD qualifying students. The Expanded Learning Opportunities Grant Manager will:

- directly interface with the after school providers
- develop and monitor grant budgets related to actual expenditures
- create and revise all program budgets
- review and approve all program expenditures, in collaboration with the Director of Community Schools and Partnerships
- ensure appropriate enrollment of priority students
- ensure high quality programming options for TK - 6th grade students
- be responsible for the development of a parent handbook that outlines policies, procedures and practices.
- offer parent orientation meetings
- meet regularly with site directors and after school program administration
-

Describe the process and time frames for periodic review of the program plan and how community partners and other external educational partners were involved in the process.

Phase 1 (January - June 2022):

- RCSD Program Administrators met with educational partners in San Mateo County, determining their growth capacity for the coming school year and potential expanded learning schedules
- RCSD Program Administrators communicated frequently with the Alameda County Office Region 4 Expanded Learning Department and the California Department of Ed (CDE Expanded Learning Division for clarity and support
- An interest survey was sent out to qualifying students at high priority sites to "provide access" for the 2021-22 school year
- RCSD Program Administrators worked closely with partners to develop a comprehensive ELO-P Funding Budget Plan for the summer program and the 2022-23 school year

Phase 2 (July 2022 - June 2023):

- In August, pending receipt of additional state funding, an interest survey/sign up form will be sent to **all** qualifying Unduplicated Pupils (EL, low income, homeless, foster youth) TK-6th grade students in the

district.

- Additional partners will be contacted, as needed

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.

The ELO-P funds will be used to combine with our ASES program, creating enrichment activities from various educational partners throughout the school year, such as, San Carlos Theater Company or Community Schools of Art and Music . The educational partners will hold classes on-campus as in 6–9-week rotations. Youth who are both enrolled or not enrolled in ASES will have the opportunity to sign -up for the rotations for enrichment programs offered throughout the school year.

The goal, shared by RCSD and their current ASES/21st Century Partners, is to develop a comprehensive extended hours program that ultimately serves all qualifying RCSD students who would like to enroll in the program. Partners already meet regularly with Michelle Griffith, Director of Community Schools and District Partnerships, to align practices and establish common protocols.

Transitional Kindergarten (TK) 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?

Currently, the district is planning for 5 TK classrooms for the 2022-23 school year. TK students will be enrolled in the school's instructional program until 2:00 p.m. (including lunch and rest time). TK Instructional Assistants will accompany the TK students to the state preschool (CSPP) classrooms located on the TK sites where space will be held for them to receive age appropriate activities in the state preschool program until 5:00 p.m. Where CSPP space is not available for the TK students on site, TK Instructional Assistants may accompany the TK students on a bus that will take them to the closest CSPP classroom, or they may be served on site by district partners.

District partners will develop capacity for serving TK students in their programs. Instructional assistants who work with TK students during the school day may be hired by district partners to provide learning opportunities in the ELO-P TK/K program as part of a wraparound service. TK Instructional Assistants will work with Early Childhood Group Lead Instructors to create and implement planned curriculum and activities.

The TK/K program will maintain the pupil to-staff ratio by a 2:20 ratio. Curriculum created for our TK/K program will reflect early childhood education and will include literacy enrichment and educational enrichment activities. STEAM and LitArt curriculum will be provided as education enrichment activities that adapt to early childhood education.

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.

TK:

In 2022-23, TK programs will be offered at 4 sites: Hoover, Taft, Adelante Selby and Orion (2). The priority TK students at Hoover, Taft and Adelante Selby, being priority sites, will be offered a full day extended program. The TK program will include morning instruction, play, lunch and rest time. TK students will join the California State Preschool Program (CSPP) from 2:00 - 5:00, where they will engage in play and activities appropriate for their age, in settings with a 10:1 ratio.

Sample Schedule:

7-8:15 a.m.	Extended Care/possible option
8:15-8:45 a.m.	Student Arrival/Outdoor Play
8:45-9 a.m.	Morning Meeting
9-9:50 a.m.	First Rotation: Math/Language Arts, STEM, Art
9:50-10:40 a.m.	Second Rotation: Math/Language Arts, STEM, Art
10:40-11:20 a.m.	Snack/Recess
11:20 a.m.-12:10 p.m.	Third Rotation: Math/Language Arts, STEM, Art
12:10-12:50 p.m.	Lunch/Recess
12:50-1:35 p.m.	Rest Time
1:35-2:00 p.m.	Music/Storytime/SEL and Closing Circle/Dismissal
2:00-5:00 p.m.	Extended Care in CSPP preschool classroom

Grades K - 6:

Priority K - 6th grade students, including students with special needs, will participate in 6 hours of an instructional day, followed by 3 hours of enrichment provided by the Boys and Girls Club of the Peninsula (BGCP), Police Activities League (PAL) or the City of Redwood City (REACH). These enrichment activities will take place at the school sites, beginning at the close of the instructional day and ending at 5:00.

Sample program schedules

[BGCP](#)

[PAL](#)

City of Redwood City, [REACH](#)

Summer Program

In addition, 2 extra weeks of summer school have been added for the 2022 summer session, extending the days to 28 days + the time from 8:00 - 5:00.

[Summer 2022 - Program Schedule](#)

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 nonschool 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):

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.