Expanded Learning Opportunities Program Plan Guide 2025-2026

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REDWOOD CITY
SCHOOL DISTRICT

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

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

August 2025

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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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.

1. Hoover Community School
2. Garfield Community School
3. Roosevelt Community School
4. Adelante Selby Community School
5. Taft Community School
6. Henry Ford Community School
7. Clifford Community School
8. Kennedy Middle School
9. MIT
10. Orion
11. Roy Cloud

Governing Board Approval Date: 8/27/2025

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":

Expanded Learning refers to 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. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":

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. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

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 partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE’s guidance that this Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and publicly posted on the LEA’s website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Locations for 2025-26 programs:

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

Students served by PAL: Taft, Hoover, and Clifford

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

Students served by Catalyst Kids ELOP: Roosevelt, Henry Ford, Orion, and Roy Cloud

Students served by YMCA of Silicon Valley: Adelante Selby

Students Served by Siena Youth Center: District Wide

Students Served by Casa Circulo Cultural: District Wide

On-Site Safety Measures:

Redwood City School District will utilize a system for tracking student enrollment and attendance through CitySpan in collaboration with the RCSD Director of Community Schools and Partnerships and the Coordinator of Expanded Learning 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 and meet the district requirements for instructional aids, 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 training will include, but are not limited to, Big 5 emergency procedures, mandated reporting, risk assessment, threat assessment, effective supervision, inappropriate touching, etc. Additionally, district and site administration as well as community school coordinators are available to support the expanded day learning programs and can be called upon for assistance or guidance. In cases when district administrators are not available, the Sheriff and Police Department and Child Protective Services will be contacted for consultation or support.

The safety procedures in place during the school day will be strictly adhered to, always. Expanded day 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. Big 5 Emergency drills will be conducted at least once a month. 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 database. 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 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 updated 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").

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

RCSD Expanded Learning Programs 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 expanded day 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 and supported with coaching by a district hired staff developer. A staff development year-long scope and sequence is developed for expanded learning programs that will be supported through the district staff developer. 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 One Life's UnaVida program. The expanded learning staff will use the district or site developed 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

Explain 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.

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 expanded day 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 support 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.

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

Detail 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 programs will serve students with IEPs. For students needing 1-1 assistance, the ELO-P coordinator and special education staff work together to develop plans or support for individual students and, when documented in 504's hire Instructional Assistants to accompany and support the child in order to provide safety and identified support, so the student will be able to fully participate in the expanded learning program offerings.

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.

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, mastery of different skills, and development of 21st-century competencies such as communication and teamwork. The activities also aim to expose students to areas that are not part of their regular

repertoire and promote long-term engagement in education and interest in higher education. Program offerings include visual and performing arts (such as Hip Hop Dance, Ukulele, Piano, Violin, and Rock Band), Martial Arts, and culturally responsive arts and enrichment through partners like Casa Círculo Cultural.

b. Academic support is also integrated into enrichment, including small-group tutoring, homework help, and College Advising Prep to support student success and preparation for future academic pathways.

c. Several schools bring character education and social-emotional learning to their sites through support groups, pro-development skills groups, individual and group mentoring programs, and mental health partnerships like Una Vida, which provides Spanish-speaking mental health counselors 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. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Student input is critical to program design. Our City of Redwood City(REACH), PAL Center, YMCA, Catalyst Kids ELO-P, Casa Circulo Cultural, Siena Youth Center 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: STEAM projects, visual and performing arts, music, dance, sports, comic book making, and College Advising Prep for small-group tutoring. Clubs and activities rotate monthly to provide youth with engaging and varied choices throughout the year, including access to mental health partnerships and enrichment opportunities that support academic and social-emotional growth. 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 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

As with elementary students, middle school students are eager to have voice and choice in their enrichment offerings. Recent offerings include Afro-Brazilian drumming, music and video production, sports, STEAM, visual and performing arts, martial arts, tutoring, and more. In addition to on-site activities, middle school students also participate in career technical education (CTE) experiences through partnerships with Cañada College and other local community centers. These experiences expose students to real-world career pathways in areas such as digital media, technology, health, and the arts, helping them build skills, confidence, and a vision for their future.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

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.

In addition, ELO-P has expanded its support for students' social-emotional well-being by placing dedicated mental health clinicians at Hoover, Roosevelt, MIT, Kennedy, Taft, and Garfield, ensuring students have access to care and guidance through 6:00 PM. This expanded day mental health initiative—developed in collaboration with One Life—offers a range of trauma-informed services, including one-on-one therapy, small group counseling, and support groups tailored to students' needs. Clinicians also provide Tier 1 social-emotional learning (SEL) supports within expanded learning spaces through curriculum-based instruction, community circles, restorative justice circles, conflict resolution, and mindfulness practices. Together, these efforts create a safe, inclusive, and healing-centered environment that supports the whole child beyond the school day.

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

a. 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

b. 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: Cereal Bowl 3/4 cup with 1 % Milk

Tuesday: String Cheese 1oz with Large Apple or Large Orange

Wednesday: Crackers 1 bag with 1 % Milk

Thursday: Yogurt 4oz with Crackers

Friday: Crackers 1 bag with Large Apple or Large Orange

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. Include how the ELO-P will provide access 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 and priority enrollment is established for students that meet the unduplicated criteria.

For students with disabilities, the ELO-P will provide support staff who have training in working with students with special needs. The district expanded learning coordinator 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 504's and determine a communication and support plan. 1-1 aids 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-promise 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

Staff Engagement

Detail 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. Staff must also meet the district criteria for Instructional Assistants. 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.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

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.

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.

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

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, Clifford, 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:

i. Classroom management skills

ii. Ability to help students with homework in a way that helps students

improve their learning

iii. Cultural competency and sensitivity to the unique needs of the school population

iv. 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.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

Staff Training and Development Plan

All Expanded Learning Opportunities Program (ELO-P) staff participate in a

comprehensive, year-long professional development program designed to ensure high-quality, enriching experiences for students and to support the growth and retention of our team members. This plan is rooted in three core goals:

1. Ensure that all staff possess the knowledge, skills, and tools necessary to deliver a high-quality program experience;

2. Foster continuous professional and personal growth that leads to long-term job satisfaction and retention; and

3. Cultivate a positive, collaborative culture where staff feel valued, supported, and connected to one another and to the mission of serving students.

A major enhancement to our staff development approach is the addition of a dedicated district-level expanded learning Staff Developer. This individual provides all ELO-P partners with year-round professional development, tailored coaching at program sites, and direct support in developing lesson plans, routines, and instructional strategies that are aligned with expanded learning goals and best practices in youth development. This role ensures consistency across sites and deepens the quality of programming through real-time, context-specific support.

Training is differentiated by role to meet the unique needs of Program Instructors, Program Coordinators, and Program Managers. ELO-P Coordinators participate in an initial week-long institute, monthly training, and quarterly cohort meetings. These sessions focus on leadership development, strength-based coaching, supervision, youth development frameworks, program implementation, and behavior support strategies. Coordinators are also trained in the ELO-P Coaching Model and participate in "Train-the-Trainer" sessions to support capacity building within their teams.

Program Instructors participate in summer training prior to the school year and receive monthly site-level training throughout the year. They also have access to quarterly workshops. Training topics include relationship building, PBIS, Social Emotional Learning, Youth Program Quality Assessment, lesson planning, classroom culture, behavior support strategies, working with English Learners and students with disabilities, cultural responsiveness, and emergency procedures. Staff are introduced to facilitative leadership models and inclusive practices that reflect the diverse needs of the students we serve.

Recognizing that ELO-P may be the first professional role for many team members, providers and the district are committed to creating a growth-oriented environment where new hires receive robust initial training and ongoing support. This includes mentorship, community-building activities, and opportunities to apply learning in safe, supportive environments.

Professional development is provided collaboratively by the district and the community-based organizations that employ ELO-P staff. These organizations, in partnership with the district, offer training sessions on an on-going basis, providing valuable opportunities for staff to reflect, strengthen their skills, reconnect with peers, and build a shared sense of purpose across sites.

Our commitment to training and development has resulted in a motivated, stable, and highly effective team. ELO-P organizations have also created clear advancement pathways, with staff moving from community volunteer roles to Program Instructors, and eventually into Program Coordinator and Program Manager positions strengthening continuity, leadership throughout their programs.

Below is a look at our PD scope and sequence provided by our district staff and/or our staff developer throughout the year:

August: Building Relationships and Classroom Routines, Emergency Procedures, Mandated Reporting and Risk and Threat Assessments

September: Youth Development & Identity, Community Agreements

October: Classroom Management: Redirection and De-escalation

November: Behavior Scenarios & Strength-Based Approaches

December: Trauma-Informed Practices & Self-Care

January: Re-establishing Opening Routines Post-Winter Break

February: Small Group Routines & Differentiation

March: Lesson Structure and Student Engagement

April: Inclusion and Working with Students with Diverse Needs

May: Reflection, Celebration, and Career Pathways

The Coordinator of Expanded Learning, along with District Community School staff and Community School Coordinators, works closely with the district's dedicated Staff Developer and community-based partner agencies to support continuous staff improvement. Regular performance-based assessments are conducted in collaboration with site leadership to provide individualized feedback and identify professional development goals. These assessments inform tailored coaching and training plans that align with each staff member's strengths, areas for growth, and role within the program.

As noted above, the ELO-P is delivered in partnership with community-based organizations such as BGCP, City of Redwood City (REACH), Casa Circulo Cultural, PAL Center, Siena Youth Center, YMCA, and Catalyst Kids ELOP. These organizations serve as the primary employers of program staff and collaborate with the district to co-design and implement high-quality programming. While the majority of program activities are delivered by these partner staff, subcontractors are occasionally engaged to provide specialized enrichment offerings such as music, art, or STEM for specific portions of the school year, enhancing the overall student experience.

8—Clear Vision, Mission, and Purpose

Explain 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

PAL CENTER VISION, MISSION, AND PURPOSE

ABOUT US : We believe the community members we serve can become catalysts for meaningful, lasting change.

Every day, we invest in solutions that address essential needs, including youth development, community wellness, parenting, family support, and community power building. Our community-centered approach improves public health and safety, connects people to opportunity, and strengthens community trust and cohesion.

MISSION: Pal Center is a core resource that co-creates solutions with our community and builds brighter futures for youth and families.

VISION: We envision a safe and empowered community where everyone can access meaningful resources, opportunities, and a feel a sense of belonging.

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.

Siena Youth Center

Mission, Vision, and Purpose: Siena Youth Center's mission is to serve the needs of North Fair Oaks and the surrounding Redwood City community in five main areas: physical health, mental health, academic growth, leadership development, and community building. Our overall goal is to create a vibrant, self-sustaining community that has the knowledge, skills, and resources to determine their own futures.

YMCA of Silicon Valley

Mission, Vision, and Purpose: To strengthen our community by improving the quality of life and inspiring individuals and families to develop their fullest potential in spirit, mind and body. Our core values of caring, honesty, respect and responsibility guide us in our endeavor to strengthen community in the areas of youth development, healthy living, and social responsibility.

Casa Circulo Cultural

Mission: Casa Círculo Cultural is a grassroots, community-based multidisciplinary arts organization dedicated to empowering and enriching San Mateo County's Latino communities Through bilingual arts, cultural, educational, and after-school programming, we foster creativity, resilience, and social change. We provide inclusive spaces where individuals of all ages can engage in artistic expression, lifelong learning, and community-building.

Vision: We envision a vibrant, interconnected community where the arts and education serve as bridges between cultures, generations, and perspectives. By preserving traditions while embracing innovation, we strive to create a more inclusive and culturally rich society where every voice is valued and celebrated.

Purpose: At Casa Círculo Cultural, we are committed to uplifting our community through six key initiatives:

1. Education & Empowerment – Providing educational programs, leadership development, and skill-building opportunities to help individuals thrive.

2. After-School Program – Supporting academic success and extracurricular enrichment for students through tutoring, cultural activities, and creative exploration.

3. Fitness & Wellness – Promoting holistic well-being through activities that support physical and mental health.

4. Visual & Performing Arts – Inspiring creativity and cultural pride through dance, theater, music, multimedia, and traditional arts.

5. Community Engagement – Strengthening connections through collaborative events, resources, and outreach efforts.

6. Cultural Enrichment – Showcasing and preserving Latin American heritage through immersive experiences that celebrate identity and diversity.

Through these initiatives, we cultivate a welcoming environment where creativity meets community, traditions are honored, and new possibilities emerge.

Catalyst Kids Expanded Learning

Mission, Vision, and Purpose: Catalyst ExpandEd is dedicated to creating a safe, engaging, and supportive environment for children to learn and grow outside regular school hours. We aim to complement and expand on what students learn in the classroom by offering hands-on, enriching experiences encouraging curiosity, personal growth, and academic success.

• We provide personalized academic support, including homework assistance and enrichment activities, while promoting social-emotional learning. Our programs help children develop key skills like problem-solving, cooperation, and emotional regulation, fostering confidence and resilience.

• Catalyst Expanded is a place where kids feel safe to explore, create and take leadership roles. Through leadership opportunities and tailored activities, we encourage children to discover their potential and develop a lifelong love of learning.

• We strive to build reciprocal relationships with families, school districts and community-based organizations to ensure each child receives the support they need. Open communication and goal setting helps us meet the unique needs of every child, fostering an environment where all students can thrive.

By offering enrichment activities, exposure to new experiences, and life skills development, we empower students to become confident, capable, and engaged members of society. Catalyst Expanded is more than an out-of-school program—it's a place where children discover their potential, form meaningful relationships, and develop skills that will last a lifetime.

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

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Students and families play an integral role in shaping and improving the Redwood City School District's Expanded Learning Opportunities Program (ELO-P). During the creation of the program plan, feedback and input from students and families were gathered through surveys, focus groups, and informational meetings facilitated by

Community School Coordinators and after-school program staff. These engagements provided valuable insights into student interests, enrichment preferences, scheduling needs, and identified barriers to participation, helping to shape program offerings that are relevant, accessible, and engaging.

Throughout the year, ongoing engagement with students and families continues through regular communication channels including family meetings, newsletters, parent advisory committees, and frequent one-on-one interactions with after-school program directors and Community School Coordinators. Family Resource Centers and community school events further strengthen family engagement by creating spaces for relationship-building and feedback. This sustained engagement ensures that the ELO-P remains responsive to evolving student and family needs, facilitating continuous program improvement and deeper community connections.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The Coordinator of Expanded Learning and the Director of Community Schools and Partnerships meet with all program directors twice monthly and maintain constant open lines of communication to support all aspects of the expanded day programs. The Redwood City School District's Expanded Learning Opportunities Program partners with several community-based organizations, including Boys and Girls Club of the Peninsula (BGCP), Redwood City Parks & Recreation (REACH), PAL Center, YMCA of Silicon Valley, Casa Circulo Cultural, Catalyst Kids Expanded Learning, and Siena Youth Center.

Community partners are deeply integrated into both the administration and daily implementation of the ELO-P, collaborating closely with district staff to ensure seamless alignment between the regular instructional day and after-school programming. This alignment is exemplified through shared health and safety protocols, integrated academic support strategies, coordinated behavior expectations, and common use of standards-based curriculum and assessments. School day and ELO-P staff regularly collaborate, ensuring familiarity and continuity for students.

The ELO-P also aligns closely with broader district initiatives, including the Community Schools model and the Multi-Tiered Systems of Support (MTSS). Community School Coordinators serve as essential connectors, coordinating student and family services, facilitating collaboration between school-day and expanded-day programs, and advocating for student and family needs within the program's decision-making processes. Additionally, ELO-P staff actively participate in MTSS frameworks by referring students through formalized referral processes, aligning behavioral and academic interventions, and utilizing district-wide data systems to monitor student progress.

Partnerships are reviewed annually to assess their effectiveness and fit with the

RCSD's mission, ensuring that collaborative efforts continue to address and remove barriers, enriching student experiences, and maintaining robust community support networks.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Redwood City School District (RCSD) and its Expanded Learning Opportunities Program (ELO-P) actively engage in a comprehensive Continuous Quality Improvement (CQI) process aligned with the Expanded Learning Quality Standards. Throughout the year, our expanded day programs continuously participate in self-assessments and evaluations, utilizing surveys administered to students, parents, teachers, and staff. These surveys capture critical social-emotional and behavioral competencies, such as social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. Data collected from these surveys inform the ongoing reflection, planning, and enhancement of program quality and management practices.

Both RCSD and ELO-P conduct these 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. ELO-P leadership and RCSD's school leadership teams meet regularly to plan, assess, and identify areas for improvement. The ELO-P is intentionally designed and staffed to be safe, accessible, and effective for students and families who face challenges related to poverty, academic struggles, social-emotional difficulties, and other life circumstances, helping them overcome obstacles and become high-achieving learners.

In addition to regular CQI processes conducted by individual program sites, RCSD has developed and implemented a new comprehensive RCSD Evaluation Tool. This tool is adapted from existing CQI and Program Quality Assessment (PQA) tools but provides a more thorough and detailed evaluation framework. The evaluation process includes multiple pre-evaluation meetings to establish clear expectations, submission and review of program artifacts, several days of in-person program observations, and follow-up meetings to deliver structured feedback. This extensive process facilitates the development of both short-term and long-term improvement goals, supporting partners in identifying specific areas for targeted enhancement.

Annually, district and program leadership identify key quality standards to guide continuous improvement efforts. Monthly program goals and specific focus areas are collaboratively established with site leadership teams. RCSD provides ongoing technical assistance, targeted professional development, and resources based on identified improvement needs. Data and insights from the evaluation tool and surveys

are systematically shared with school administration, site staff, students, and families through structured meetings, bulletins, and newsletters.

The district uses a clear CQI cycle structured around Assessment, Planning, and Improvement phases:

Assess (Data Analysis and Reflection)

- Identify clear data trends

- Highlight areas of strength

- Pinpoint areas for improvement

- Define short-term and long-term goals

Plan

- Clearly specify improvement objectives

- Develop actionable strategies and implementation plans

Improve

- Provide necessary resources and collaborative opportunities

- Conduct targeted on-site training and professional development for program staff

This structured approach ensures that program management and student activities intentionally respond to student development data, driving tangible improvements in student attendance, safety perceptions, social-emotional growth, and overall school connectedness. Across the district and expanded 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 prioritize high-need students for admission to our programs. As a result, we have seen an increase in the annual outcomes we specifically track and measure: increased school attendance, increased feelings of safety, enhanced youth development and behavioral assets, and stronger school bonding.

11—Program Management

ELO-P funding enables Redwood City School District to provide equitable access to high-quality expanded learning programs across all elementary and K–8 sites, as well as partner-led programs at local community centers. While ASES funding provides a strong foundation for supporting expanded day programs, it limits the number of students who can participate based on available funding. ELO-P allows RCSD to expand beyond these limits and enhance our ability to serve more students and to provide broader, more enriching opportunities aligned with our district's vision of offering a safe, supportive environment where every child can thrive. These opportunities are prioritized for our unduplicated students—those who are foster

youth, eligible for free or reduced-price meals, Mckinney Vento, or English learners—ensuring that the students who need the most support receive it.

By increasing access to academic and enrichment services, ELO-P supports the integration of STEAM programming, visual and performing arts, cultural learning experiences, service-learning projects, sports, and team-based physical activities across all program sites. These offerings are complemented by targeted academic support such as homework help and small-group tutoring, ensuring that students engage in active, meaningful learning after school and during the summer. The funds help expose students to continuous learning opportunities that build creativity, confidence, and connection to school.

RCSD allocates a portion of ELO-P funds to support district coordination and operations, including the Expanded Learning Coordinator role, staff development, program evaluation, and systems such as CitySpan for attendance and registration tracking. The majority of funds are directed to our community-based organization partners, reflecting the district's commitment to a collaborative, school-community model that honors the expertise of youth development professionals.

District staff work closely with program partners, site leads, and community school coordinators to ensure proper implementation of state and district requirements. This includes joint planning, regular partner meetings, and ongoing program quality monitoring. Formal RCSD Evaluations are conducted once a year to assess progress, identify areas for improvement, and align programs with student and school site needs. Daily attendance is tracked through CitySpan, and our district team conducts monthly attendance audits to ensure accuracy and compliance with state guidelines. All program staff receive training on enrollment procedures, documentation protocols, and safety policies to maintain consistency across sites. Professional development is offered year-round and informed by site observations, data trends, and partner feedback. In collaboration with school leadership, program budgets are tailored to support site-specific priorities and goals. Through this integrated model, RCSD ensures that expanded learning programs not only meet compliance requirements but also foster student engagement, growth, and whole child development.

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program[3]. How does this budget reflect the needs of students and families within the community?

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements

[1] (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

[2] (California School Accounting Manual (CSAM) Procedure 905; Education Code (*EC*) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

[3] (*EC* 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

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 programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☐ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding 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, STEAM and coding programs as well as music classes from the After School Music Academy. 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 expanded day 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, and Coordinator of Expanded Learning, Enrique Calderon, to align practices and establish common protocols.

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. (See [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 18 TK classrooms for the 2025-26 school year. TK students will be enrolled in the school's instructional program until 2:00 p.m. (including lunch and rest time).

Our Expanded Learning Opportunities Program (ELOP), in partnership with private licensed providers and community-based organizations, has intentionally built strong capacity to serve both Transitional Kindergarten (TK) and Kindergarten (K) students.

Together, we are committed to delivering high-quality, developmentally informed programming that supports the academic, social-emotional, and physical growth of our youngest learners.

Programs serving TK and K students will maintain a 10:1 pupil-to-staff ratio. To ensure this, we are actively recruiting individuals with experience and interest in early childhood education, including existing TK/K instructional aides, paraeducators, and members of the local community. Additionally, we are intentional about hiring individuals who reflect the cultural and linguistic diversity of the students and families we serve.

All staff receive comprehensive onboarding and ongoing training to ensure they are well-prepared to work with young children. Training includes foundational knowledge in early childhood development, trauma-informed care, social-emotional learning strategies, culturally responsive pedagogy, and instructional approaches that support self-regulation, communication, and early literacy and numeracy through play-based learning.

Our ELOP partners have developed and implemented specialized curriculum that reflects the developmental needs of 4- to 6-year-old learners. The curriculum emphasizes play-based and experiential learning designed to foster language development, fine and gross motor skills, creativity, and collaboration.
Social-emotional development is prioritized through daily routines and activities that help students build emotional vocabulary, practice problem-solving, and develop empathy and resilience. Age-appropriate enrichment in literacy and STEAM such as LitArt and hands-on science exploration is integrated into the program to spark curiosity and build foundational academic skills. All activities are designed to be inclusive, culturally affirming, and trauma-sensitive to ensure that every student feels welcomed and supported.

Site Leads and mentor staff work closely together to co-create and implement weekly curriculum plans aligned with early learning standards and responsive to student interests. A typical program day includes a mix of structured and unstructured time, movement and physical activity, creative expression, and calm-down or mindfulness spaces to meet the diverse needs of TK and K students.

Our ELOP TK/K programs serve as an essential bridge between the school day and expanded day learning, offering continuity, structure, and enrichment in a safe and nurturing environment. Through intentional design and strong partnerships, we ensure that our youngest learners are supported, engaged, and thriving during the expanded day.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The Redwood City School District (RCSD) is deeply committed to ensuring equitable access to the Expanded Learning Opportunities Program (ELO-P) through communication strategies and enrollment practices that are culturally and linguistically responsive to the diverse needs of our students and families.

RCSD utilizes a multi-tiered outreach approach to inform families about the opportunity to enroll in ELO-P. District-wide bilingual text messages and emails are sent to all families, inviting them to complete the ELO-P interest survey. At the school level, sites post flyers in multiple languages and share the survey link through parent newsletters, automated phone calls, English Learner Advisory Committee (ELAC) meetings, and family engagement events such as cafecitos. Community School Coordinators conduct direct outreach by phone and in person, offering one-on-one assistance to families who may need support completing the interest form, ensuring that language and cultural needs are fully addressed.

Once interest forms are collected, a coordinated team comprising site administrators, Community School Coordinators, and Expanded Learning partners reviews the submissions. Enrollment is prioritized for unduplicated students, including those who qualify for free or reduced-price meals, English learners, foster youth, and unhoused students, in alignment with ELO-P program requirements. Families of prioritized students are contacted first to complete the formal registration process. Assistance is provided as needed, and registration forms are available both digitally and in paper format to meet family preferences and access needs.

To remove barriers to participation, RCSD provides transportation from school sites to designated off-site community partner locations for students enrolled in ELO-P. These include trusted organizations such as Siena Youth Center, Casa Círculo Cultural, and PAL Center.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Redwood City School District's Expanded Learning Opportunities Program (ELO-P) includes educational field trips that enhance student learning beyond the classroom. These trips are carefully selected to support the academic and enrichment focus areas of our program, including STEAM, literacy, the arts, nature, and cultural exploration. Field trips are designed to deepen student engagement, expose them to new ideas and environments, and connect directly to what they are learning during afterschool and summer programming.

All field trips are coordinated by school site ELOP partners and follow all district and program guidelines, including staff-to-student ratios and supervision policies. Trips take place throughout the school year and summer and are aligned with grade-appropriate learning goals. Transportation is provided by the district, when possible, and students are accompanied by trained program staff.

These enriching experiences help students build knowledge, spark curiosity, and strengthen skills such as collaboration, critical thinking, and creativity in real-world settings.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students 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. Sec. 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.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

All unduplicated students in the Redwood City School District who qualify for free or reduced-price meals, are experiencing homelessness, or are in foster care receive ELO-P programming at no cost. These students are automatically eligible for a fee waiver and are prioritized for enrollment in Expanded Learning programs across all participating school sites.

A limited number of our community-based partner organizations, including REACH, PAL, and the YMCA, charge family fees for students who do not meet the unduplicated criteria. These fees are determined using a sliding scale based on verified family income and ability to pay.

All program partners who charge fees have a clear and transparent process for waiving fees for eligible families, including those who qualify for free or reduced-price meals, are experiencing homelessness under the McKinney-Vento Act, or are in foster care. No eligible student is ever denied access to programming due to inability to pay.

Sample Program Schedule- Regular Schoolday

Please include 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, and all other grades, 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). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Additional Legal Requirements

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

Operations, Sites, ELO Program Plan, Family Fees, Ratio
***EC* Section 46120(b)(2):**

> Local educational agencies 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 school sites, 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.

Regular Schooldays and Hours
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, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours
EC Section 46120(b)(1)(B):

> (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
>
> (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

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

> Local educational agencies 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 opportunity programs across their attendance area.

Grades Served
***EC* Section 46120(b)(4):**

> Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

> Local educational agencies 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 opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

> Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

> (A) [Local educational agencies] 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.
>
> (B) [Local educational agencies] 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 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

> Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
***EC* sections 8483.4(a) 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, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 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.

Program Components
***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.

Third Party Notifications
***EC* Section 8483.4(b-d):**

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an “event” includes any of the following:

(1) Death of a child from any cause.
(2) Any injury to a child that requires medical treatment.
(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
(5) Epidemic outbreaks.

(6) Poisonings.
(7) Fires or explosions that occur in or on the premises.
(8) Exposure to toxic substances.
(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.