EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Expanded Learning Division

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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 logos and the name of their program.

Expanded Learning Opportunities Program Plan Guide

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

Local Educational Agency (LEA) Name: Round Valley Unified School District

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

1. The Round Family Resource Center
2. Round Valley Elementary/Middle School
3. Round Valley High School
4.
5.
6.
7.
8.

Purpose

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

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

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

Instructions

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

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

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

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

Expanded Learning Opportunities
Program Plan Guide

1—Safe and Supportive Environment

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

The RVUSD and RVIHC- Family Resource Center, walking distance from the school, is located at 76471 Henderson Lane and will provide ELOP programming during the regular school year , as well as Summer programming. FRC will develop a site-specific safety plan that will be reviewed by RVUSD to ensure it meets district safety compliance standards. RVUSD will provide transportation to the FRC during the 10 months of the regular school academic calendar that is 180 days. The RVUSD staff will provide transportation home as needed for students during the required 30 days when school is not in session.The off-site FRC is a safe learning environment, providing youth services full time for the last five years successfully, and is open all youth in the community. Positive behavior incentives, culturally responsive programming, and a welcoming atomosphere contribute to the safe and supportive environment. As needed, the FRC and RVUSD will enter into MOUs, joint use agreements, leases, and facilities use agreements. Upgrades to facilities for health and safety will be done e.g. pool upgrades,repair, and maintenance, playgrounds, outdoor classroom for students in TK-12th, restrooms

2—Active and Engaged Learning

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

The ELOP program at the Round Valley Family Resource Center will include:

Tutoring, various hands-on projects and activities including STEM (Science, Technology, Engineering, and Math), art, crafts, physical activity, and reinforcement of lessons in the instructional day cleverly disguised as play activities. As the program evolves, additional activities will be based on student interest. Examples include improvements to play areas, playground equipment, outdoor learning areas. If any improvement, equipment or other ELOP-funded items are used by the regular day program at RVUSD, there will be a cost-sharing agreement. Providing a safe and supportive environment is foundational in encouraging engaged and active learning, so building trusting relationships and staff rapport with students is a priority.

3—Skill Building

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

Academic skill building is accomplished by supporting students with homework help, tutoring, and other academic enrichment activities. Other academic activities include reading and educational games. The enrichment component includes culturally affirming art activities. Students learn life skills such as teamwork, problem-solving, cooperation, communication, critical thinking, integrity, creativity, and leadership. Life skills are learned and practiced through group activities, team and individual sports, board games and other activities.

4—Youth Voice and Leadership

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

Front-line staff have on-going check-ins with students in expanded learning to see what they enjoy and what needs improvement. Students are given choices in activities. Older students are encouraged to help younger students with homework, read them stories, or teach a game. All students are encouraged to help their classmates with homework and work together to find solutions to their questions. Gathering of Native Americans (GONA) is used as a reference to access youth voice, as well as talking circles including ice breakers to get to know each other (e.g. "I love my neighbor who..." game). White Bison programs for youth are utilized at the FRC to promote healthy character building in a culturally appropriate manner. (https://whitebison.org/youth-programs/)

5—Healthy Choices and Behaviors

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

Year round gardening encourages students to eat fresh fruits and vegetables, and gardening will be expanded at the FRC. Active time can be free play, physical education, a group game such as tag, or organized team sports games. Expanded learning provides healthy foods for students in accordance with California nutrition standards. Students are taught the value of generosity by making gifts and giving gifts, for example to elders for Grandparents Day which inspires healthy community-building. RVUSD and FRC will collaborate on applications for the Child and Adult Care Food Program to support providing healthy suppers and snacks at the ELOP program.

6—Diversity, Access, and Equity

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

Cultural diversity is celebrated in expanded learning in Round Valley. The majority of students or either Round Valley Indian Tribes tribal members from the seven confederated tribes (Yuki, Wailaki, Nomlackie, Concow, Little Lake, Pit River, Pomo) or Hispanic, many of them immigrants from Mexico, Central America, or South America; there are also students from places as distant as Ethiopia and White students. Students are encouraged to speak and study Indigenous languages, such as Yuki and Wailaki with cross-age tutors. The program employs Spanish/English bilingual paraprofessionals. Important flyers and documents are translated into Spanish. At the program, Round Valley Indian Health Clinic outreach workers educate staff and students to reduce stigma of disabilities, professional development on autism is offered by the Redwood Coast Regional Center partnership with monthly visits, outreach, and events in the community. This commitment to creating a welcoming Expanded Learning program is a key strength.

7—Quality Staff

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

Staff serving the expanded learning program will meet the minimum qualifications for working in the school district, including background checks and mandated trainings. Employees have clear job descriptions to understand the responsibilities and duties expected in completing their job. Expanded learning employees will also participate in Staff Training and Development in alignment with CDE code 8483.3 #4. Job descriptions for the Expanded Learning Opportunities staff at the FRC will include all requirements needed to be a school employee (e.g. background checks, TB screening). Salaries will be competitive. Staff will be evaluated by their supervisors annually. Staff meetings are a regular part of the FRC program, and will include the ELOP staff. Currently the FRC and RVUSD are partnering under an amendment to the MOU that has been in place; a new comprehensive MOU is in development and will be approved by both the RVUSD board and the FRC' s board.

8—Clear Vision, Mission, and Purpose

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

Round Valley is a community committed to developing excellence. Caring and efficient, we treat people fairly and consistently, building connections with students, parents, staff and community. The learning environment is safe and motivating, including all partners of the educational community. Students will be motivated and confident to compete successfully in college and the work force, and become positive productive citizens.~Academic: Obtain a comprehensive knowledge, training students to plan, organize, execute, and manage their progress towards meeting their goals.~Emotional: Respect self, others, staff and community members, clarify personal desires/goals, and deal effectively with obstacles.~Physical: Become aware of and develop natural abilities, and be fit and healthy through physical activity and good nutrition.
FRC will further this mission by providing staff and students a venue for providing input and an opportunity for implementing, evaluating and updating the program goals and objectives through the quality improvemnt process.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Round Valley Unified School district's expanded learning program is integrated with the FRC's after school program and works with and is supported by the Mendocino County Office of Education (MCOE) and the Systems of Support for Expanded Learning (SSEL). SSEL provides fiscal oversight, technical support, and professional development opportunities for expanded learning. Expanded Learning is a cooperative effort with Round Valley Family Resource Center (FRC). Expanded Learning collaborations include partnerships with the Eel River Charter, the Round Valley Indian Health Clinic, and the Redwood Coast Regional Center. Partners work collaboratively to develop goals, expected outcomes, and agreements to further the mission of Expanded Learning in the Round Valley community. Furthermore, the RVUSD works collaboratively with the Round Valley FRC to develop relationships within the district and with the school day staff. See attached MOU and lease.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The program will use data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. Assessment tools will include internal assessments for program quality and surveys with parents, students, and staff. Resources will include the Quality Standards for Expanded Learning in California. Staff who provide services will engage in ongoing professional development to continuously improve in their respective positions. Staff will participate in daily conversation where they are able to address any concerns, successes, and questions that may arise.

11—Program Management

Describe the plan for program management.

The program will adhere to fiscal management standards of the school district. The program will adhere to all district, county, and state fiscal procedures for tracking expenses and maintaining records, including attendance records. Expenditure logs and files will be retained for a minimum of five years. FRC will invoice the school district for expenses to run the program. The district will update procedures for the program as needed per funding requirements to ensure adherence with local, state, and federal laws. The district and community partners will collaborate to ensure all reports and records are collected and submitted to corresponding agencies by the respective deadlines. Parent handbooks will be available to all parents upon student enrolllment in English and Spanish. The program will have a clear organizational structure so students, parents, and staff know who to contact to address concerns or inquiries. Attached please find: Parent Handbook (in English and Spanish), registration forms, and budgets.

General Questions

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

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

Not applicable at this time.

Transitional Kindergarten and Kindergarten

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

Expanded Learning will adjust for TK and K students participating in the program. This includes indoor and outdoor play equipment designed for children 5 years old and under, maintaining the 10 to 1 staffing ratio mandated by CDE when TK students are present, and age appropriate activities. Professional development for FRC staff working with TK/K students will include training specific to the developmental needs of early learners.

Sample Program Schedule

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

School Day Programming:
8:20 am to 2:26 pm-- Instructional School Day
2:26 to 3:15-- Check in and short recess
3:15-3:45--Nutritious meal
3:45-4:15--Homework and Academic time
4:15-5:15--Enrichment Activities (PE, STEM, Art, etc.)
5:15-5:45--Creative play time
(The 8:20-5:45 schedule exceeds the required 8 hour Expanded Learning day for a frontier school.)
Summer Programming:
8:30-5:00 pm summer expanded learning program with academic activities in the morning, breakfast, lunch, snacks in the day, and enrichment activities in the afternoon.

Expanded Learning Opportunities Program Plan Guide

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

***EC* Section 46120(b)(2):**

> [LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;
>
> (2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
>
> (A) The department's guidance.
>
> (B) Section 8482.6.
>
> (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
>
> (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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

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

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

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

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

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

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

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

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

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

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

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

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

> [LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
>
> [LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

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

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

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

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.