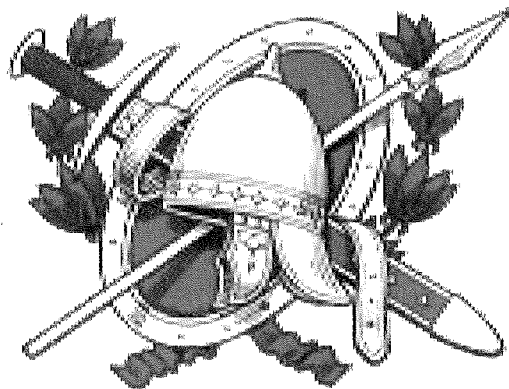# Richfield Elementary School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:
Richfield Elementary School District in conjunction with
The Tehama County Department of Education SERRF Team.
23875 River Road
Corning CA. 96021
530-824-3354

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

Local Educational Agency (LEA) Name: Richfield Elementary School District

Board Approved 5/15/24

Expanded Learning Opportunities
Program Plan Guide

Contact Name: Jeff Scheele

Contact Email: jscheele@richfieldschool.org

Contact Phone: 530-824-3354

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. Richfield Elementary School

Purpose

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

Definitions

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

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

Instructions

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

Expanded Learning Opportunities
Program Plan Guide

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

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

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

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site 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 intent of the Richfield Elementary School District Lead Educational Agency (LEA) Expanded Learning Opportunities-Program (ELO-P) and Safe Education and Recreation for Rural Families (SERRF) Expanded Learning Program is to expand services in order to offer all unduplicated students, TK - 8th grade, in classroom-based instructional programs access to comprehensive after-school and intersessional expanded learning opportunities. The fully integrated and coordinated Richfield ELO-Program/SERRF will offer after-school expanded learning opportunities, that when added to the core instructional day, are no fewer than 9 hours of combined instructional time and expanded learning opportunities per instructional day. SERRF receives funding through the After School Education Safety (ASES) Program.

Expanded Learning Opportunities
Program Plan Guide

The Richfield Elementary School District ELO-Program/SERRF (Supplemental/Intersession) is offering a 10-hour program in coordination with a partnering District (Corning Union Elementary School District) and the centralized Police Activity League (PAL) Mentoring Extended Day Program. The program is conducted on a neighboring school site campus, geographically selected to best accommodate families. Transportation is assessed and arranged through the LEA, and based on specific family needs. These are targeted 30-day programming electives, developed through coordinated efforts with LEAs/Districts and community organizations utilizing ELO-Program funding.

Additional 9 hour non-school days are offered in the summer through the Corning Elementary School District who has contracted with EDMO.

The Tehama County Department of Education's (TCDE) After School Education and Safety Program, Safe Education and Recreation for Rural Families (SERRF), is located on the campuses of twenty-three elementary and middle schools in 11 different districts in Tehama County. There are times when activities require that students are transported off-site during which SERRF follows the LEA/District and TCDE transportation safety guidelines. SERRF Site Facilitators maintain binders that contain emergency information for each student and safety/crisis protocols that are among the required documents in possession of SERRF staff during all after school and summer activities.

The ELO-Program/SERRF is based on providing enrichment activities in a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students. SERRF conducts three days of professional development training at the beginning of each school year that emphasizes all three areas. During the school year, regular professional development training is offered and conducted, along with a one-day PD event each January. SERRF has partnered with TCDE School Mental Health & Wellness Department to create and implement a Suicide/Self Harm Protocol and follow-up checklist for Site Leads and frontline staff to use as situations arise.

ELO-Program/SERRF expanded learning activities focus on meeting the developmental needs of its students in support of what instructional day teachers strive to achieve with each student. Social and emotional learning is designed into each expanded learning component and SERRF staff receive ongoing professional development. SERRF has a minimum of 30 minutes of moderate to vigorous physical activity daily that includes organized games, including Coordinated Approach to Child Health (CATCH) curriculum and an annual Go Out For a Run (GO FAR) 8-week training/character education infused program, culminating with a community-wide 1 Mile and 5K GO FAR walk/run event for all school sites.

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.

Expanded Learning Opportunities
Program Plan Guide

The ELO-Program/SERRF academic alignment component operates in collaboration with the instructional day programs within each partner district. SERRF Site Facilitators, Lead Facilitators, and SERRF Administrator consult with District Superintendents and Site Principals to review and develop a collaborative plan to meet the specific needs of their sites. SERRF also coordinates with TCDE curriculum consultants who are credentialed teachers that ensure curriculum is in alignment with Common Core Standards in ways that are engaging and provide instructional strategies that augment the instructional day through research and evidence-based practices. These include hands-on approaches, project-based, and service learning projects. SERRF Site Facilitators and front line staff have direct communication with instructional day staff to affirm that the approaches used after school and during summer programming support what is conducted during the instructional day so as to build on them, as well as, have a focus on specific expanded learning program expectations. The ELO-Program/SERRF academic assistance component focuses on improving students' academic skills and achievement as identified through a needs assessment and features strategies and activities closely aligned with the instructional day classroom.

Planned active and engaging program activities and how they will:

    a. ***Provide positive youth development***
        SERRF is intentionally designed with social structures that provide students multiple opportunities to work in cooperative groups for building and maintaining important social skills.

    b. ***Provide hands-on, project-based learning that will result in culminating products or events***
        SERRF provides activities of high student interest designed to guide students through the process of task completion which includes goal setting, critical thinking, and perseverance. These projects allow students to work towards mastery, participate in groups collaboratively while expanding their horizons.

    c. ***School and community needs based summer supplemental/intersession program***

        Summer programming is developed utilizing CDE's High-Quality Standards for Expanded Learning and SERRF's Continuous Quality Improvement CQI goals. The SERRF Program has MOU agreements with ELO-P school districts/LEAs to provide scholarships for students and funding for credentialed teaching staff to deliver intentional instruction. Limited transportation to and from the school site is provided at most locations.

        The ELO-P/SERRF Summer (Supplemental/Intersession) Programs will provide breakfast and lunch for all participants at no cost. Meals are arranged through CalKidz (Butte County Office of Education) and participating Tehama County School Districts, meeting established nutritional guidelines. The SERRF Program has MOU agreements with CalKidz and school districts to provide meal services. School site Food Service Directors select meals and communicate with program staff regarding menus. Programs are supported by

the District's Nutrition Services Department and strive to meet the schools' designated health and wellness policies.

All SERRF Summer (Supplemental/Intersession) Programs will adhere to the existing late arrival and early release policy in place consistent with the local educational agency's policies for the regular school day.

3—Skill Building

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

Homework: Students complete homework assignments with assistance from SERRF staff, and/or teacher tutors in one-to-one or small group settings, typically during the first 60 minutes of each expanded learning day.

Reading and Language Arts Activities: Reading and Language Arts are priority areas of academic need based on assessment results and teacher surveys that utilize the following curriculum: Online Reading Programs, KidzLit, LitArt, Science and Math through Literature, Reading Rockets, CLOSE Reading, Literature Units/Novels Utilizing E-Readers (iPads & Chromebooks), Reader's Theater, the countywide Book in Common, and Voices in Literature and Character Education, to practice and reinforce a variety of reading skills. Students practice reading on a daily basis utilizing "Read to Self" strategies, designed to build both independent reading skills and increase the desire to read. Books read are aligned with I-Ready and/or the appropriate Accelerated Reader (AR) Levels and students are allowed the opportunity to take the corresponding test during the expanded learning program. Students practice and improve their writing skills through informational and narrative genres. Students write in a journal summarizing their silent reading selections. Use of sight words and academic vocabulary are integrated into journal prompts. Writing activities are woven into other academic and enrichment areas. Students are asked regularly to write journal entries about other activities such as a math or science unit, an art activity, or a service learning project.

STEAM: Students participate in a variety of high-interest activities integrating science, technology, engineering, art, and math (STEAM), language arts, and/or service learning, all designed to reinforce classroom learning and to support interest and achievement in STEAM, including careers. Activities comprise a variety of organized STEAM activities through experiential curricula including, STEM/STEA(Arts)M Kits, Makerspace, Tinker Time, STEMFINITY, CDE's After School Math and Science Project-GEMS, AIMS Thematic Math & Science Books (and accompanying lab kits), Math Partner Games, Science in a Nutshell Kits

and Activity Club Kits, KIDZ Math Kits, coding, Lego Robotics, Family Math, Muggins Math Games, Learning Wrap-Ups, Palettes, K'Nex, Breakout EDU, Brain Quest, Math Talks, and Edventures (focusing on science, technology, engineering, and math-STEM). Credentialed math, science and ed-tech consultants assist in SERRF staff development/training and provide on-site training for students and parents.

Mentoring Programs: The existing expanded learning program has built a solid relationship with the PALS Mentoring Program. Identified after school student participants who could benefit from a mentor are referred to the mentoring program and paired accordingly with a suitable partner.

Programs for Students Learning English: In addition to participating in the regular academic assistance programs, English learners receive priority admittance in the mentoring program for special one-to-one academic and emotional support and assistance. When possible, they are paired with tutors and/or staff from similar language backgrounds. Staff and tutors are trained in language acquisition strategies, including English Language Development (ELD) approaches to support student comprehension in the content areas.

Technology and Telecommunication Education Programs: Technology and telecommunications are an important aspect of the proposed expanded learning program, and student computer use and blended e-learning is integrated into activities. Students have access to mobile computer labs where they use school-adopted curriculum to support their academic learning. Google Chrome Books, iPads and laptops are available for student use.

Entrepreneurial Education Programs: Students are exposed to a variety of entrepreneurial activities through the focused Enrichment and Youth Development portion of the expanded learning program.

Programs for Students with Discipline and/or Truancy Problems: Students with discipline and/or truancy problems are referred to programs that promote family cohesion, establish appropriate roles in the family, support parent involvement in school, and reduce classroom and home behavior problems. They are referred to District/School Attendance Review Boards, as appropriate, or for counseling services available through a contract with Special Education for assistance and support for children with significant emotional and/or behavioral problems.

Character Education: Tehama County school districts have implemented social and emotional learning (SEL) and character education programs at all grade levels. SERRF staff have received training and materials for Sanford Harmony, a curriculum focused on teaching empathy, understanding and communication skills, to ensure program-wide implementation. Expanded learning staff integrate SEL, along with other character

education activities and curriculum, into the program so that each month's character emphasis (e.g., honesty, caring, respect) and/or Collaborative for Academic, Social and Emotional Learning (CASEL) competencies of skillbuilding, self-awareness, self-management, social awareness, relationship skills and responsible decision making are reinforced in daily after school activities. Second Step, a holistic approach to building supportive communities for every child through social-emotional learning curriculum and materials are used regularly. Every Monday Matters curriculum has been introduced and implemented program-wide with a strong emphasis placed on empowering youth to make a difference in their communities. Additionally, staff emphasizes character development and cultural diversity through KidzLit, LitArt and Voices in Character Education materials. These literature-based materials are designed to help children become avid readers while developing a deeper understanding of themselves, other people, and values that are key to living a principled, productive life. SERRF, alongside schools and TCDE, participate in the Great Kindness Challenge; a community-wide focus on building compassion through performing random acts of kindness, with five designated days of giving back to the community.

Physical Fitness: Activities focusing on physical fitness and wellness are predominant features in the expanded learning program. SERRF implements the CATCH program (Coordinated Approach to Child Health) which provides a variety of physical activities and active games for children. In order to encourage good nutrition, the CalFresh Healthy Living, University of California Cooperative Extension provides the Harvest of the Month (a USDA program) to give students the opportunity to sample fruits and vegetables grown by local farmers. There are strong, established community collaboratives that include, Tehama County Department of Social Services, St. Elizabeth Community Hospital, Tehama Family Fitness Center, and PAL (Police Activities League). These collaborations along with our grant funding for health and physical activities enhance student opportunities and overall program effectiveness and culminate with products and/or events. Examples of these activities include GO FAR (Go Out For A Run), walking clubs (utilizing pedometers), SPARK, Skillastics, KidTribe, "5-A-Day", scripted hula hoop, flying discs, jump rope and bean bag activities, yoga, and Intramural Sports Programs.

Recreation/Healthy Behaviors and Choices: SERRF students participate in a full array of recreation opportunities based on their interests, time of year, and staff skills. Activities include such diverse programming as board games, tennis, golf, scavenger hunts, track and field, gardening, theater arts, cooking class/nutrition, soccer, yoga, bowling, jump rope, puppet making/puppet shows, scrapbooks, drumming, astronomy, Geocaching, and compass skills. SERRF has created an "Inclement Weather" binder with indoor physical activities designed to address severe climatic conditions often present in our region.

Drug and Violence Prevention: The expanded learning program incorporates county-approved

substance abuse and violence prevention curricula including Second Step and CATCH My Breath - a nicotine vaping prevention program, into their programs. Expanded learning staff has received staff development in the implementation of the prevention curricula appropriate to their students' grade levels and integrate their learning into small group activities such as field trips and special prevention activities and classes. Sites participate in Red Ribbon Week Drug Prevention activities each year in October.

Culture: Students engage in a variety of enrichment activities customized to reflect the culture, strengths, needs, and interests of students at each site that culminate with products and/or events.

VAPA: Arts, crafts, and music education integrate the learning standards for Visual and Performing Arts into expanded learning offerings. Visual and performing arts activities vary from site to site and are based primarily on students' interests and staff skills. Some examples of arts and music education include instruction in guitar, fiddle, and drums, theater arts/drama, cartooning, photography, woodworking, and dance that also culminate with products and/or events.

4—Youth Voice and Leadership

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

SERRF administers an annual student survey with questions specifically designed to allow students a voice, to gather feedback about the program, and to describe opportunities for leadership. SERRF Site Facilitators actively seek input from students about their interests and use that information in planning the enrichment activities. SERRF staff seek out students who are interested in being student leaders to help plan and carry-out site-wide enrichment activities or learning opportunities.

Recent analysis of the survey results showed that youth voice and leadership was an area of high interest for students and it could be improved through the development of student leadership teams in the expanded learning program with direct links to the instruction day that would allow for continuity between the programs and provide more opportunities for students to acquire leadership skills. SERRF continuous quality improvement goals now include the formation of youth leadership groups as well the use of "Junior Staffers" to assist in the organization of events, including Fun Friday activities, peer tutoring/mentoring, and service learning projects. SERRF Site Facilitators develop trusting relationships with students so that students are comfortable discussing concerns and ideas with them. Daily interactions allow for students to share their viewpoints and provide input on the expanded learning curriculum.

Expanded Learning Opportunities
Program Plan Guide

The SERRF curriculum contains a specific focus for students to develop 21st Century Skills through collaborative learning groups and problem solving. Many SERRF expanded learning sites utilize heterogeneous groupings to increase the likelihood that older students interact with younger students and model positive communication and leadership skills. SERRF activities foster intentional strategies displayed on 21st Century Skills posters at each school site by giving students a voice and frequent opportunities to provide feedback during or after activities.

5—Healthy Choices and Behaviors

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

SERRF's healthy practices and program activities are aligned with participating ELO-P/LEA school districts' wellness plans and SERRF staff receive specific training on the expanded learning expectations on how to model healthy eating and related behaviors. Some SERRF sites have supper programs that are also aligned with USDA guidelines. School gardens, a collaborative project with the core school day, are present on some campuses. A SERRF Recreation Specialist provides training on instructional strategies and curriculum that embodies both physical education and nutrition.

SERRF works closely with the University of California Cooperative Extension, CalFresh Healthy Living to offer research-based nutrition curriculum and physical activities that support community health, and promote the "California Harvest of the Month" fresh food "tastings" for students.

The SERRF snacks/supper meals are provided by the National School Meals Program and must meet the nutritional guidelines established by SB 12. The SERRF Program has MOU agreements with all school sites and districts to provide a nutritious daily snack to all after school program participants in accordance with the USDA guidelines. School site nutrition specialists select food items and communicate with SERRF staff regarding snack/supper menus and scheduling. Programs are supported by the Nutrition Services Department and strive to meet the schools' designated health and wellness policies. The following is a sample of the snacks provided to SERRF students:

- Whole Grain Cereal (Shredded Wheat), Milk, Banana
- Pretzels, Almond Butter, Applesauce, Milk
- Apple, Mozzarella Cheese Stick, Water

6—Diversity, Access, and Equity

Expanded Learning Opportunities
Program Plan Guide

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

The nature of the ELO-Program/SERRF is that it openly serves a wide variety of students. As such, SERRF provides annual cultural sensitivity training to all staff. Program-wide, SERRF supports one skill-building family night at each site while encouraging sites to plan additional family oriented events based on cultural interests.

The ELO-Program/SERRF is dedicated to serving all students. The Site Facilitators, Lead Facilitators, and SERRF Administrator work closely with the Districts, schools, special education instructors, school psychologists, councilors, and parents to ensure all students have equal access to the program unless there is a health and/or safety issue. Resources for students with disabilities, English language learners, and students with potential barriers during the instructional day program, such as counseling, special education and physical education, are limited, but accessible during the SERRF / ELO-Program.

7—Quality Staff

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

The school districts' minimum requirements for an instructional aide are that they must be NCLB compliant as demonstrated either by passing the paraprofessional test or having an AA degree or 48 college credits. These requirements are supported by the LEA.

All SERRF staff, including credentialed teachers, are screened utilizing the Department of Justice Live Scan System and must have Physical and TB clearances. Volunteers, including seniors, participating in SERRF through their association with Reading Pals, Kiwanis Club, Golden Umbrella Club and others, follow the same requirements including informal interviews, reference checks, fingerprinting, and TB tests.

To ensure a close collaboration, ELO-Program/SERRF hires instructional day teachers to serve as liaisons between their respective schools and the program. These ELO-Program/SERRF credentialed teacher(s) provide project information (e.g., project goals, referral processes, activities, special events) to fellow instructional core day teachers during regular staff meetings. Core day teachers, in turn, make formal and informal referrals of students (with emphasis on those performing below grade level) to these ELO-Program/SERRF teacher(s), who review assessment data, including CAASPP scores, and identifies goals for targeted students in each academic area. Student progress is reviewed with instructional day teachers and targeted academic goals are updated quarterly. In addition, ELO-Program/SERRF teachers provide

tutoring services, homework help and make recommendations regarding curriculum and academic enrichment activities.

Recruitment of staff is a joint effort and consists of flyers, postings, internal and external advertisements. Positions are posted on EDJOIN and visits are made to local employment centers. Employee retention consists of a rigorous induction process, ongoing professional development, and recognition programs.

SERRF staff participate in an annual twelve-hour training prior to program startup as well as regular in-service trainings (approximately 2-hours each month) during the school year. SERRF staff development offerings are designed to support staff effectiveness in their roles as expanded learning educators, tutors, mentors, service learning guides, and enrichment activity providers. Their training utilizes research-based strategies, including those sponsored by CDE and Region 2, and/or materials for motivating students, managing behavior, and facilitating learning. There are coordinated efforts by the District/LEA ELO-Program to include SERRF staff in professional development training that can be analogously applied in the expanded learning setting. SERRF staff complete training in academic curricula, substance abuse, bullying prevention, social and emotional learning, etc., adopted by their respective districts. SERRF staff learn English language acquisition best practices and trauma-informed strategies to better serve and build positive relationships with children from all socioeconomic, cultural, and language backgrounds.

SERRF sub-contractors and instructors are expected to comply with all grant requirements and fingerprinting. These sub-contractors provide services for designated periods of time as scheduled by the SERRF Recreation Specialist in coordination with SERRF Site Facilitators.

Other sub-contractors who provide services are required via MOU to comply with all grant requirements, including providing evidence of and assurance of NCLB conformity and fingerprinting. Sub-contractors provide services for designated periods of time and as supervised and scheduled by SERRF Administrator.

8—Clear Vision, Mission, and Purpose

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

The SERRF mission is, *"To provide school children with a physically and emotionally safe, healthy, enriching environment through homework support, tutoring, academic enrichment and alignment, recreation, social skills development, healthy lifestyle choices and prevention activities in critical after school hours."*

A variety of objective data underscores the need for expanded learning services at each of the participating schools including economic Title I designation, other economic factors, CAASPP scores, United States Census Bureau data, juvenile felony arrest trend data, and SERRF stakeholder feedback.

Expanded Learning Opportunities
Program Plan Guide

Each ELO-Program/SERRF school site is designated as Title I with school-wide plans, and each exceeds the minimum requirement of 40% eligibility for the free and reduced-price meal program.

According to the United States Census Bureau, Tehama County's median income of $44,514 is approximately 40% lower than the state average of $75,235. Approximately 16% of the population is below the poverty level, as compared to the state average of 11.8%. In this chronically depressed economy, many parents of children in participating schools subsist on the bottom rung of California's growing population of immigrants and the working poor. In most cases, both parents work outside the home and cannot provide supervision after school. The rising cost of rent and increasing costs for food, transportation, and clothing reduce the parents' ability to pay for supervised activities or childcare after school. SERRF provides much needed assistance to working families that need a safe place with engaging activities that help boost their children's academic performance and that supports their interests.

Tehama County juvenile felony arrest 2019 statistics provide another indication of need. Overall, the number of juvenile felony arrests for youth between the ages of 10 and 17 declined over the ten-year period from 2009-2019, which may be partially due to the existence of high-quality expanded learning programs conducted in the areas specifically targeted for curbing juvenile delinquencies.

SERRF stakeholder feedback from students, their parents, and instructional day teachers is analyzed annually.

Student Survey: The 2023 results show that students are positive about the expanded learning program, that the SERRF staff cares about them, that what they learn in SERRF helps them perform better during the regular school day, and that SERRF activities help them make good choices regarding right and wrong behavior.

Parent Survey: The 2023 results show that nearly all of the parents surveyed agree that the expanded learning program is a safe place for their child, and that they would recommend the program to other families. Most parents also indicated that because of SERRF, their child is doing better on homework.

Teacher Survey: The 2023 results show that nearly all of the teachers that responded view the expanded learning program as a safe place for students after school, that SERRF provides support for students to complete their homework assignments, and that, overall, SERRF is an excellent program.

The SERRF Expanded Learning program is engaged in a multi-faceted quality improvement process based on best practices of continuous improvement as outlined by the California Department of Education's Expanded Learning Division. The new process engages all stakeholders in continuous improvement activities through the following strategies:

- **On-site observations:** SERRF program administrators make site visits to observe program activities and confer with school site principals to help ensure that ample resources are

available.

- **Interviews:** Informal interviews are held with school principals and Site Facilitators to ascertain adherence to best practices in expanded learning programming.

- **Surveys:** The program regularly surveys students, parents, and instructional day teachers to determine programming and identify program strengths and areas of improvement.

- **Focus Groups:** An outside evaluator facilitates focus groups with stakeholders at designated schools each year.

Additionally, stakeholders are engaged through the impact SERRF has on the educational community, as well as, the Tehama County community at large. SERRF participates in Expect More Tehama, which is a part of the North State Together regional collaborative that provides leadership, leveraging of resources, and sharing of best practices to help assure that all students, if they so choose, have access to and are prepared for higher education and/or a career pathway.

SERRF's outside evaluator generates an annual summative report that is shared with stakeholders and describes the extent to which SERRF meets its stated mission, vision, goals, and expected outcomes.

SERRF administration and program leads produce a bi-annual newsletter (Fall and Spring) that is distributed to all stakeholders, to share engaging, relevant and valuable information. The intent being to build and maintain relationships through regular communication and high value content.

SERRF Site Facilitators write and distribute, to all school administration and teachers, a monthly "SERRF Collaboration and Communication With Instructional Day" document designed to intentionally build and support collaborative relationships between instructional day and the expanded learning program. This document outlines, in detail, the Academic Enrichment, SEL/Character Development and Recreation focuses for the site that month.

9—Collaborative Partnerships

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

The representatives that make up the "Tehama County Expanded Learning Collaborative Partners Exploration Team" will be involved in the process used to plan, implement, and update the SERRF Expanded Learning Program Plan and District ELO-Program Plan. SERRF is an active member in good standing with this coalition, which is a collaborative organization of members across the Tehama County community representing schools, parents, businesses and organizations.

- Partnering school districts provide academic assistance, alignment of curriculum, coordination of student data, facilities, nutritional snacks, and technology support.

- Red Bluff Parks and Recreation provides coordination efforts involving extended day summer programming for students/families.

- Tehama District Fairgrounds provides use of facilities and space in conjunction with SERRF activities and student displays during the Tehama County Fair

- The Tehama County Library provides space and resources for student research and nation-wide collaborative projects

- The Tehama County Department of Education Student Support Services provides curriculum development, consultation and professional development services, along with drug/alcohol/tobacco prevention information and sponsoring of activities.

- The Tehama County Department of Education School Mental Health & Wellness Team provides professional development and protocol/procedure support for both staff and students

- Bridges to College and Career provides both staff and student training for college and career readiness consultation, guidance, and activities.

- Local news agencies promote family literacy through its Newspaper in Education programs to participating school sites, and provide monthly press releases and coverage as appropriate of field trips related to career explorations.

- Dignity Health at St. Elizabeth Community Hospital provides educational resources to support physical and mental health of students and community residents.

- The Tehama County Farm Bureau provides agriculture-based resources in the form of literature, classroom visits, and career guidance/activities.

- California State Park

SERRF hosts a Spring Community Collaborative in conjunction with its annual "SERRF Highlight Show," when the program has an opportunity to promote its achievements in light of its goals and objectives. The events serve as forums to identify additional potential collaborative partnerships that would be of benefit, including sustainability, of the SERRF Expanded Learning Program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Expanded Learning Opportunities
Program Plan Guide

The School Districts/SERRF measures of student success include school attendance data, student, parent, teachers, SERRF staff satisfaction survey results, and academic achievement data.

ELO-Program/SERRF student school attendance data is analyzed to measure the relationship to instructional day attendance. A comparison with ELO-Program/SERRF attendance helps determine the impact that the after-school program may have on a student's instructional day attendance.

The SERRF program administers annual surveys of SERRF students, their parents, instructional day teachers to help measure their level of satisfaction with the program, the strengths of the program, and to identify any areas for improvement. Survey questions are derived from the Quality Standards for Expanded Learning in California to measure the SERRF program quality, and questions are specifically defined to measure how SERRF participation may positively impact students' attitudes, behaviors, and achievement during the instructional day.

SERRF student CAASPP scores are analyzed to determine the rate of academic achievement for SERRF students and to help identify specific areas of academic enrichment opportunities the after-school program can provide to support the instructional day program.

The Qualities for Expanded Learning Assessment was formally introduced to our SERRF site facilitators in August, 2015, using CDE/CAN videos and supplied resources - Quality for Expanded Learning in California and Crosswalk handbook/guide. This annual process continues to be our guiding force in assessing, planning and improving program quality.

Collectively, lead staff and site facilitators review data from internal assessments (surveys: students, parents, teachers, administrators), external evaluations (focus groups) and SERRF Local Evaluation Report, annually in August, to look for common threads, assessing both program-wide and site-specific strengths and areas for improvement.

Two specific areas, directly correlated to the Quality Standards are selected as "Areas of Focus" for the SERRF Expanded Learning Program.
   -Goals are created for each:
   - Objective 1 - Implemented program-wide at all sites, including activities
   - Objective 2 - Created by site facilitators, collaboratively in site-alike (size, grades served) groups, to be implemented, including activities, at site-alike programs.
   - Objective 3 - Created by the site facilitator and site "team", specific to and be implemented at site.

All goals and objectives are recorded for each site using the CDE template: Quality Improvement Plan for Expanded Learning Programs in California.

Plans are kept both on site and in the SERRF Office for all staff to review and reflect upon throughout the year. They are also utilized by SERRF supervisors in the formal evaluation

goal/setting process for staff members. Focus Areas have a 2-year cycle, with goals re-evaluated, and modified yearly, based on survey data results.

Continuous Quality Improvement goals, outcomes and survey results will be shared with their respective school District ELO-Program planning teams and will be used to determine and guide future collaborative goals and objectives.

11—Program Management

Describe the plan for program management.

SERRF utilizes ASES funding for its expanded learning program and is directly related to its goals and objectives derived from the Quality Standards for Expanded Learning in California. SERRF maintains a well-documented budget with line-item expenses and the duration and amount of each revenue source. The budget is defined to effectively address the needs of students and their families. The ELO-Program funding stream will be aligned using these same intentions, with the specific purpose of serving additional target student populations, and adhering to CDE's ELO-Program requirements. Details will be outlined in a MOU agreement between the District & SERRF that consists of additional classroom expenses, credentialed teacher costs & other program/administrative charges.

ELO-Program/SERRF budget documents will clearly show that the vast majority of the funds are used to hire and train qualified staff along with materials and supplies necessary to provide a high quality, successful program of enrichment offerings that include a wide range of activities and services to bolster students' critical thinking, communication, collaboration, creativity learning, and innovation skills. The Tehama County Department of Education provides appropriate insurance coverage to protect SERRF staff, administrators, teachers, volunteers, students, and parents.

SERRF Organizational Structure

Position	Responsibilities
Program Administrator/Director	- Implementation - Administration - Supervision - Monitors entire project operation - Assists in evaluation of program effectiveness
Recreational Specialist	- Trains staff in recreational activities - Provides recreational activities - Arranges field trips and presentations - Recruits, manages instructors, work-study students and high school student assistants

Position	Responsibilities
Curriculum Consultant	• Provides staff development activities, training

	• Supports academic achievement through standards aligned curriculum to support academic enrichment • Coordination of Tutoring/Academic Programs
Project Specialist and Secretary	• Data collection • Attendance tracking • Program coordination assistance
Lead Facilitators	• Mentoring/coaching • Staff development/evaluation • Curriculum development
Program Services Coordinator	• Organize supplies and materials - library resources & requisition process • Assist site facilitators w/curriculum needs • Community liaison • Assists with public relations
Site Facilitators	• Daily operation at sites • Direct services to students/families • Supervise Liaisons • Assist liaisons with curriculum/lesson plans • Organize and Facilitate Site Planning Meetings (Weekly or Bi-Weekly)
SERRF/ELO-P Instructional Day Teachers	• Liaison between school staff/administration and SERRF staff • Support student academic and social performance • Student to Staff/Adult Ratio 20:1; TK/K 10:1 (Maximum)
Project Liaisons	• Provide daily direct services to students (e.g., tutoring, enrichment, recreational activities) • Supervision of students • Student to Staff/Adult Ratio 20:1; TK/K 10:1 (Maximum)
Student Assistants, Shasta and CalWorks Staff	• Assist with daily tutoring, enrichment and recreational activities • Academic/homework support to individual student to build student resiliency and developmental asset strategies
Instructors	• Work with large and small groups to provide variety of healthy hobbies and recreational activities (e.g., art, music, dance)
ELO-P Homework/Activity Assistants	• Support for students to build academic skills, assist with activities,while building resiliency and developmental asset strategies
Academics/Tutoring Program Teachers and Assistants	• Provide homework/academic support, and tutoring to students
Substitutes	• Provide daily direct services to students (e.g., tutoring, enrichment, recreational activities) on an as needed basis.

The SERRF Program Plan is reviewed annually as part of the continuous quality improvement process with input from community partners collected during the SERRF Spring Community Collaborative. The activities described below take place throughout the school year and provide formative and summative information during the ELO-Program Plan/SERRF review process.

- All sites review the annual SERRF Local Evaluation Report upon its release and use it to guide continuous improvement practices and goal setting efforts outlined in the Program Plan.

- Yearly, all sites utilize the CQI goals and survey results to identify areas for improvement.

- Facilitators communicate and meet with site principals, teachers and support staff on a regular basis to assess the successes and challenges in the expanded learning program.

- All sites are assessed by SERRF office support staff on a quarterly basis.

- SERRF staff are observed and evaluated at least annually, both formally and informally, by their immediate supervisor, office support staff, and the program administrator.

Financial control and fund accounting for the SERRF Program is provided by the Tehama County Department of Education's established fund accounting system. The system provides for a clear and separate audit trail which tracks all expanded learning program expenditures by line item and account number.

33% in-kind contributions are required from participating ASES and 21st CCLC districts. These include: 25% of the grant funding for facilities, snack contributions, curriculum advisors, administrative support, custodial support, parent club contributions and supply/resource contributions.

Other in-kind contributions tracked by TCDE include: program donations, in-direct costs above grant allowances, volunteers, partner contributions, parent contributions.

Annual contributions are tracked in an in-kind table.

The following protocol is in place to monitor and record attendance.

- Daily sign-in sheets require all students to sign-in to the program. Parents or an authorized designee are required to sign out students. Students are released based upon the SERRF Early Release Policy and Procedures described below.

- SERRF Site Facilitators complete a daily attendance count.

- SERRF Site Facilitators submit the daily sign-in sheets each Friday to the SERRF Project Specialist who reviews them for accuracy and enters the information in the SERRF data system. The data system tracks daily attendance at the student and site levels for reporting.

The SERRF early release policy states the following, *"Our policy is to release students from one safe environment to another safe environment – specifically, from the SERRF Program into the custody of a parent or guardian. If another arrangement needs to be made in an exceptional situation (i.e., dental appointment, school or other organized function) please let us know in advance and indicate reason on the sign in/out sheet."*

Expanded Learning Opportunities
Program Plan Guide

General Questions

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

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

The most significant collaborative partners related to building and maintaining a single, comprehensive ELO-Program/SERRF are the school districts and the existing ASES, 21st CCLC Elementary/Middle Learning Programs, based on current, first-hand knowledge and experiences of the positive impact that the SERRF Expanded Learning Program continues to have within their school communities. The ELOP-Program will provide funding for additional staff (including credentialed teachers), materials/supplies and organizational/management support, so that SERRF can serve more students and families. In addition, the District will help support the summer/supplemental program by paying for additional expenses, including student scholarships and staff (classified & certificated) to deliver intentional interventions with students. The District/LEA contribution rates & structure will reflect a per classroom rate, along with other expenses, and will address future indicators and endeavors involving schools in the community.

The coordinated and cohesive plan will be revisited on an annual basis as part of the continuous quality improvement process component that takes advantage of the contributions of the collaborative partners.

Expanded Learning Opportunities
Program Plan Guide

Transitional Kindergarten and Kindergarten

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

The ELO-P/SERRF Transitional Kindergarten (TK) and Kindergarten K) program will be designed specifically with the needs of younger students in mind. Any child attending the school(s) we serve, who is in kindergarten or the transitional kindergarten class, is eligible to enroll in the TK & K Program. Transitional kindergarten and kindergarten pupils will be combined into groups of 10 students with one supervising adult.

The ELO-P/SERRF is partnering with the TehamaCounty Office of Education's Early Childhood Education Department, to provide age-appropriate professional development for front-line staff. The Early Childhood Department provides information, resources, and support related to the professional development needs of the early care and education workforce, and assists early childhood educators in competencies related to school readiness and early literacy supports. When early care and education professionals participate in professional opportunities for growth and education, they are better prepared to care for and teach children. Research has shown that these professionals are happier in their profession and place of employment, and the children in their care score higher on developmental scales. Staff will also have an opportunity to participate in age-appropriate professional development provided by the Region 2 Learning Support Team.

SERRF Expanded Learning Site Facilitators will partner with District certificated staff to help design programming that meet pupil needs. In addition, TCDE's Early Childhood Education Department professionals will provide support in the selection, purchase and training of age-appropriate curricula for transitional kindergarten students.

We provide some freedom for children to choose between activities, but also structure their time to make sure they have time to rest and relax in a quiet environment and refuel their bodies. In the afternoon, children enrolled in the TK & Kindergarten Program may be joined with the older children for enrichment clubs and recreation activities.
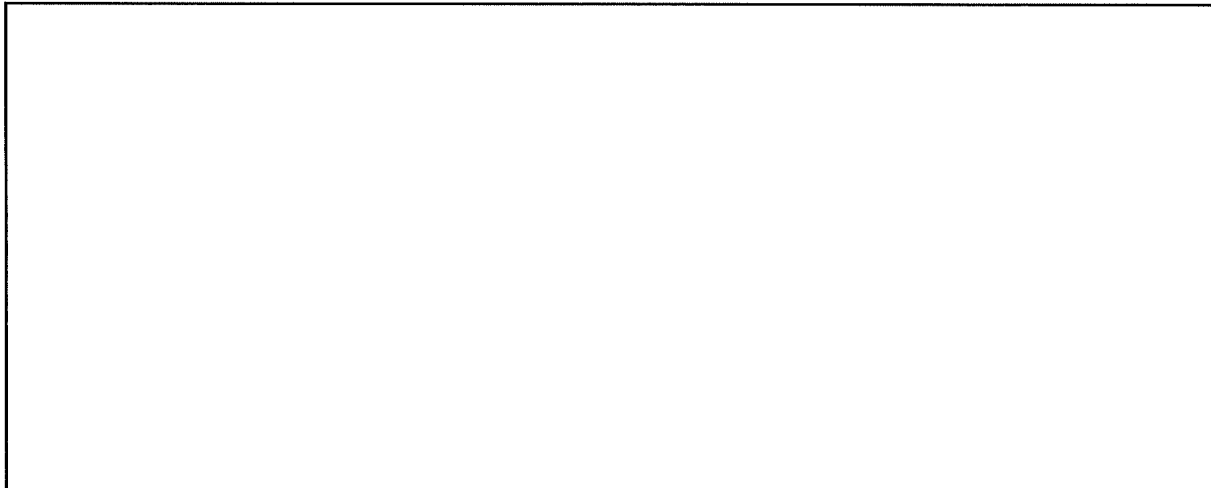
__Sample Schedule:__

Final School Release Bell and Student Sign-In

Snack and Organized Game/Outdoor Activity (30 minutes)

Quiet/Story Time (30 minutes)

Homework Time (30 minutes)

SEL Activities (30 minutes)

Recreation/Structured Outdoor Activity (30 minutes)

Enrichment and Sign-Out (60 minutes)

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.

2024 Summer SERRF Flyer English and Spanish

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

Expanded Learning Opportunities Program Plan Guide

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 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized child care 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.