

Expanded Learning Opportunities Program Plan Guide

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.

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

Name of Local Educational Agency or Equivalent:	Roseville City School District
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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Blue Oaks Elementary School
2. Brown Elementary School
3. Crestmont Elementary School
4. Diamond Creek Elementary School
5. Fiddymont Farm Elementary School
6. Gates Elementary School
7. Junction Elementary School
8. Kaseberg Elementary School
9. Orchard Ranch Elementary School
10. Cirby Elementary School
11. Riego Creek Elementary School
12. Sargeant Elementary School
13. Spangler Elementary School
14. Stoneridge Elementary School
15. Thomas Jefferson Elementary School
16. Westbrook Elementary School
17. Woodbridge 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.

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

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

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

1—Safe and Supportive Environment

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

The Roseville City School District (RCSD) Expanded Learning Opportunities Program (ELO-P) will be offered at all RCSD elementary sites through a partnership with the district's program provider, Right At School, LLC. (RAS). RAS has successfully operated enrichment programs in many other California districts and has consistently demonstrated its ability to develop and run programs in a safe and supportive learning environment in collaboration with school districts.

RAS continuously seeks to create a warm, welcoming, and inclusive environment by practicing culturally-responsive teaching and fostering children's positive identity development. In addition to direct student support, RAS provides opportunities for students to experience a safe and supportive environment utilizing safety protocols aligned with RCSD staff's use on each site. Participating students in grades 1 - 5 will be able to walk to the meeting spot on their campus. Student-to-staff ratios in these grades will be 15:1. TK/K staff ratios will be 1:10, and students participating in the program will be accompanied to the program location on campus.

RAS will follow the current district policies and procedures that guide extended education practices for student access and safety during non-school day hours. All RAS programs will operate on their school sites and adhere to established district-wide safety protocols.

The ELO-P will also provide a variety of character education curricula to promote social skills and help build relationships with adult role models. Another curriculum, such as Second Step, may be used to help to promote fairness and additional emotional skills.

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.

RCSD and Right At School will work together to develop program components utilizing the RAS curriculum as a foundation. The RAS curriculum will meet the basic requirements of the ELO-P, and RCSD will always look at ways to enhance the program components with hands-on and engaging activities, including science exploration, robotics, the arts, and other opportunities that entertain and excite RCSD students. The standards that serve as the foundation of this enriching and fun learning include:

Language Arts and Math
Visual Art
STEAM

3—Skill Building

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

Right at School's program is based heavily on skill-based activities and presented as fun and exciting experiences. Students are involved in these personal learning activities through Disguised Learning. Students will enjoy and access Disguised Learning activities daily, exploring math, science, reading, writing, nature, outdoor learning, creative and

performing arts, and community service. All students will have the opportunity to have support in current homework and/or schoolwork, as needed. Additionally, Right At School staff members will collaborate with participating students' site administration to inform their extended day program academic supports and interventions. This collaboration will ensure all learning needs are met, targeted, and presented to students in new and exciting learning modalities.

4—Youth Voice and Leadership

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

Students' voice is at the core of the Right at School program. Students have opportunities to make decisions around the program every day. As a "multi-aged" program, students serve as mentors and leaders of the groups. Student leaders are allowed to lead the daily Town Hall meetings, give input to the program and make choices on some of the daily 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.

Social Emotional Learning (SEL) is embedded in every aspect of RAS programming so students can actively engage in opportunities that build social skills in various areas. SEL and behaviors are intentionally addressed in the monthly "I AM" Program, designed to foster positive identity, relationships, and behaviors in students through a focus on ten monthly character and SEL traits. Students will engage in activities that increase healthy choices and behavior through Right at School by carefully following all nutrition requirements while providing a variety of snacks. Each afternoon students participate in fitness activities that contribute to healthy lifestyle choices.

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.

RAS will provide culturally responsive teaching and activities that foster positive identity development. RAS will consistently demonstrate evidence of meeting its goal to create a warm, welcoming, and inclusive environment by meeting its stated goal to ensure the following:

- a. All students, regardless of ability, needs, or background, are supported in their individual growth, encouraged to be their authentic selves, and celebrated for their uniqueness as community members. Staff members are trained to focus on recognizing varied learning styles and developing intrinsic student motivation and positive self-identity by calling out how students are progressing, how they overcame obstacles, and what they achieved through our Positive Guidance Model.
- b. RAS will partner with RCSD school leaders and parents of individual students to understand the exceptional academic, physical, emotional, and/or medical needs of all students enrolled in the program and provide individualized care consistent with student IEPs and school-day support strategies. This support is coordinated through the RAS Master's-level Specialist for Child Behavior and Inclusion. The curriculum will intentionally incorporate exposure to various cultures and practices through studying geography, history, and cultural values, customs, and perspectives—including celebrating accomplished people from all cultural backgrounds.
- c. RAS will participate in various cultural holidays and related activities, often welcoming parent and community speakers to share their customs with our students.
- d. Students will engage in curricular activities and daily Town Hall and facilitate the respectful exchange of diverse viewpoints and experiences to enrich students' appreciation for others who are different from them.

See the Right At School Complete Curriculum and Programming Deep Dive for more information.
<https://www.rightatschool.com/districts/roseville-ca/>

7—Quality Staff

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

All staff members are trained to implement the Right at School programs. In addition, support for students with disabilities is coordinated through the RAS Master's-level Specialist for Child Behavior and Inclusion.

Classified and certificated employees currently working in our schools will be encouraged and have the opportunity to apply and work at the school sites during these extended days and intersession periods.

8—Clear Vision, Mission, and Purpose

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

The vision of RCSD's ELO-P is to provide a safe, enriching, supportive environment for students after each school day, aligned with the RCSD Mission. This program aims to maximize learning for each and every one of our students in this safe, fun learning environment and increase after-school opportunities for all of our students. The vision of Right at School is to provide opportunities for each student to learn, discover, play, grow, and achieve in a safe place among caring educators and friends.

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 ELO-P is a partnership with Right at School and RCSD. Through collaborative planning, mutual support of our students, and ongoing communication, our goal is to provide a superior extended-day experience available to all students. In addition to our partnership with Right at School, we will work with our state-run preschool partners and blended preschool to ensure a smooth transition for our TK/K students moving from one grade level to the next.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Each quarter district office staff will do walkthroughs at all of the ELO-P school sites. They will also meet with Right at School leadership to look at quantitative (enrollment) and qualitative (surveys and feedback) data. We intend to consistently go through the Cycle of Improvement, setting goals and identifying the next steps for continuous program improvement.

11—Program Management

Describe the plan for program management.

Each Right at School program on a school site will have a school site manager. Right School area managers oversee school site managers. School site and area managers collaborate and communicate with school site principals. Right at School's directors will collaborate and communicate with district leadership. This oversight will provide ongoing accountability from RCSD and Right at School leadership to ensure a quality program is provided at each school site.

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 District receives funding to operate the After School Education and Safety (ASES) program at two elementary schools, Cirby and Woodbridge. ELO-P funds will allow the District to increase the number of students served in grades TK through 6 for after-school, summer, and intersession opportunities at no cost to families. ELO-P funds will pay for program staff and materials to increase the number of students.

The ELO-P will be modeled after the ASES program policies and procedures and will be revised once the ELO-P audit guide is published. Staff will coordinate the ASES and ELO-P funding streams to ensure they are used to develop an articulated TK-6 program.

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?

Right at School will hire staffing to ensure a pupil-to-staff ratio of no more than 10:1 for TK and K students. Staff will be well-trained to ensure a developmentally appropriate environment for our TK/K students. Right at School has a specific curriculum and programs for our youngest students, ensuring they are happy, safe, and learning. RCSD and RAS hope to recruit quality staff within the community to ensure a seamless interface between the school and the ELO-P.

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.

The following schedule is for the Winter and Spring of 2023:

Elementary school begins at 7:45 am, and upon dismissal, students participating in ELO-P will promptly be walked to the Right at School ELO-P program.

- Diamond Creek: 1st-5th grade = 2:00pm - 6:00pm, Kindergarten = 12:45pm - 6:00pm, TK = 11:00am - 6:00pm
- Fiddymont Farm: 1st-5th grade = 2:00pm - 6:00pm, Kindergarten = 12:45pm - 6:00pm, TK = 11:00am - 6:00pm
- Orchard Ranch: 1st-5th grade = 2:00pm - 6:00pm, Kindergarten = 12:45pm - 6:00pm, TK = 11:00am - 6:00pm

Intersession will include February 13th, 20th, March 13th, and Spring Break (8:00 am - 5 pm). Intersession example: <https://www.rightatschool.com/winter-break-camp/>

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.