

Expanded Learning Opportunities Program Plan

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:

Roseland School District

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Expanded Learning Opportunities Program Plan

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Instructions:

Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P).

1. School Sites:

- a. Roseland Elementary School; A Leadership Academy
- b. Sheppard Elementary
- c. Roseland Creek Elementary



Purpose

This program plan is required by EC Section 46120(b)(2). In this program plan, we will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL), behavioral, 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])

Funding is available for the Roseland Charter School to support a middle school component of the 2021-22 ELOP Summer program. ELOP funds are apportioned based on enrollment in TK-6. As we had enrollment in the Charter last year for grades 5-6, we received Charter ELOP funds 2021-2022 based on that enrollment. Next year, we anticipate some funding for this year's 6th graders.

Instructions

This Program Plan was approved by the Roseland School District Governing Board in a public meeting and posted on the Roseland Public School's website.

The program plan 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.

Roseland Public Schools 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. Roseland Public Schools is responsible for the plan and the oversight of any community partners or subcontractors. Roseland Public Schools included 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. Roseland Public Schools may customize and include additional prompts, such as describing SEL activities, or refining the plan, narrative response, tables, charts, or other visual representations that contribute to the understanding of the ELO-P. Roseland Public Schools will 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

1—Safe and Supportive Environment

Our number one goal in service to students every day is safety.

Programmatic Level

The Expanded Learning Program will take place on both our school site and off school site. Since we are a small district, our students are regularly transported by their parents in private transportation or on our contracted busing services. Under our contracted service provider, West County Transportation JPA, drivers are fully licensed and remain up to date with all safety training. Buses are also inspected daily before each bus runs in their pre-trip inspection as well as monthly and annually.

Transporting Students:

Expanded Learning- After School

Students will be transported to our program either by their parents, on our school buses or will remain on campus at the end of the school day. The program, which takes place after the school day will begin immediately upon dismissal of the instructional day and operate until 6:00 PM.

Any field trips will also take place in district transportation or possibly charter buses that meet all safety requirements and are driven by fully licensed and insured drivers.

Expanded Learning- Summer School

Our summer program will also take place predominantly on our school campus. Students from other school sites within Roseland Public Schools (RPS) will be transported by parents via private vehicles or will be transported with contracted services as needed depending on students' and families' individualized needs. These programs were developed based on stakeholder input and ensuring state priorities are met through our LCAP community engagement meetings. Maintaining welcoming, safe and well-maintained facilities is a priority for stakeholders. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (<https://www.cde.ca.gov/eo/in/lcflsys-resources.asp>). The following priority areas from the LCAP align with the stakeholder value of a well-rounded educational program: Priority 1 – Basics (Facilities), Priority 3 – Parent Engagement, Priority 5 – Pupil Engagement, and Priority 6 – School Climate. The actions and metrics grouped together demonstrate all the components necessary for running schools that people enjoy visiting and that are safe, well-maintained and welcoming.

At RPS we use the Accelerated School Process (ASP) to create action plans that develop and implement a welcoming, equitable, and safe school cultures that include respect for and acceptance of all abilities, ethnicities, cultures, racial identities, religions, sexual-orientations, gender-identities and gender expressions. We also will provide Professional Development will be offered to all staff in the 2022-23 school year on the topics related to supporting the Whole Child. Actions • Provide all school staff opportunities for improving educational outcomes for all students focusing on the three domains of Whole Child Education in our Multi Tiered System of Supports (MTSS) model. This would include, but is not limited to, struggling students, advanced students, supplemental materials/software, provide EL support by implementing ELD action plan, providing additional staffing after school in collaboration with an after school program, including newcomer support teacher, and monitoring EL progress, fund intervention teachers to provide academic and language support, provide a focus on Literacy and independent reading, provide professional development focused on improving educational outcomes for English Learners, utilize ASP to conduct inquiry work to help determine action plans to support the achievement of all learners, utilize ASP to conduct inquiry work to develop an action plan to

promote welcoming, equitable and safe school cultures, fund professional development on the topic of race, equity and anti-racism, behavioral supports, and social emotional supports.

Attendance/Sign-ins/Sign-outs

When students arrive at the program whether it is before school, after school, or in the summer learning program they are personally greeted by staff and checked into the program. Program attendance is collected on by our partnering agencies. At the end of the program students are released either from a designated area and the adult must sign them out. Students who are bused are taken to designated bus stops and follow directions from their parents, either walking home from there or being met by a responsible party.

Facilities Safety:

Our school site at the elementary levels are working on meeting all current building codes and specifications for public school campuses.

We have partially fenced facilities with wrought iron gate & chain link fencing. We also have partially vibrant lighting for additional safety precautions. Due to COVID 19 we have also implemented all safety precautions currently recommended by the California Department of Public Health for K-12 Schools.

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx>

Any adults entering our campus must sign in at the office and have been cleared according to RPS's [COVID](#) visitor policy. We also have a safety plan which is updated annually and is available on our website. This plan outlines all of our policies and procedures as well as people responsible. To ensure that we operate in coordination with this plan we participate in frequent drills and practices so that the students and teachers and staff are well aware of all procedures and practices well in the event of an emergency as outlined in our Safety Plan

Staff Level:

Behavior/Expectations:

We incorporate a “shared responsibility” approach to our positive behavior supports and reinforcement for our students. These expectations have been created with a collaborative effort between, teachers, classified staff members and Administrators.

Much like Positive Behavioral Supports this system enables us to:

- Effectively teach appropriate behavior to all children by identifying expectations and modeling and practicing these with our students.
- Intervene early before unwanted behaviors escalate-remaining alert and proactive so that we are not pushed into reactive mode.

- Use research-based, scientifically validated interventions whenever possible-work on strategies and behavior plans and be willing to reset and try something new if these are not working.
- Monitor student progress-remain actively engaged with each student every day to ensure they are receiving the support they need to be successful.

We are in the process of establishing RPS as a Positive Behavioral Supports with our MTSS ad hoc group and will be in year 1 school for school year 2022-2023.

SEL Supports

At Roseland Public Schools (RPS) we personally greet students every day as they enter our campus (this is done by any combination of our support staff, our principal, our district office personnel or by our certificated staff).

This practice is carried over into the expanded learning program by our program facilitators, program leads and program assistants.

We employ a School Psychologist, school Psychologist, counselors, and various other mental health professionals who work closely with our staff to support the mental health and well being of all of our students. We also have our special education staff and classroom aides on campus to assist, advise and consult with our staff to assist all students in being successful through our Coordinated Student team (CST) and our various multi-tiered levels of support. These teams will often meet to create plans and expectations and share strategies and resources to assist in the best possible procedures for serving our students.

We believe, and research <https://casel.org/fundamentals-of-sel/what-does-the-research-say/> through our MTSS ad hoc team and have concluded that addressing student social and emotional needs not only improves their mental health but also their social skills and their academic performance. It is with this in mind that we have increased our services to students in addition to purchasing Tool Box curriculum to help serve our students diverse needs.

Participant Level:

Students and staff intentionally work together to build a shared community. This is evident in the time that our staff spends intentionally communicating one on one and in small group settings with our students. Our staff and other members of the community know each and every one of our families, their extended families and their siblings. In our small community it is very important to keep consistent, open, calm communication at the forefront of every interaction with staff, students and parents. We feel that the most important thing that we can do each and every day is to pause long enough to listen to a child. They are the reason that we are here.

2—Active and Engaged Learning

Programmatic Level

The design of our program and what makes it a quality program is ensuring that we are offering opportunities for our students to learn and grow, beyond what they can do in the instructional day. It also offers a very safe and trusted environment for them while their parents work or take care of other business. From the inception of our program we have continually asked for parental, staff and student input as to what they would like the program to look like and what the needs are from our students. Each of the activities are designed based on their input. In order to gauge interest in activities we have the parents sign the students up and our collaborating partner conducts quarterly surveys to determine growth opportunities. This allows us to make certain we are offering enough spaces in relation to the interest of our participants, but also continuously improve our program. We also know because of our demographics that our families depend on us to keep their children safe and engaged. All RPS staff are active participants in supporting this program. They have frequent and open communication with activity leaders to ensure the shared vision. Mission and goals are being achieved.

Response:

The Expanded Learning Program will not replicate the instructional day, however it is important to work together with shared goals, a shared culture, and shared expectations for our students, this helps them to feel safe, be able to anticipate what is expected and acknowledge the shared goal of serving their needs.

The programming is divided into three main components: (1) Instructional intervention (homework support and tutoring tailored to the individual needs of students, Science Technology Engineering Arts & Math (STEAM), Project Based Learning (PBL), and Visual Arts and Performing Arts (VAPA)), (2) Social Emotional support, and (3) Behavioral. This will help meet our goal of adapting our program to the identified needs of our students who enroll. To continuously improve and develop the program we will continue to review and refer to the Quality Standards for Expanded Learning.

https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

Expanded Learning- After School

The three-hour after school program begins with a tailored schedule which can include physical activities and sports providing a nice transition from instructional day to the expanded learning program. This time is followed by a healthy snack for each child. Then, groups of 15-20 students will transition between individualized or small group instruction and academic support and STEAM/PBL/VAPA enrichment. Each of the program components will last 45 minutes to one hour. During academic support, activity leaders group each student in the appropriate group according to class assignment or intervention needs. If leading intervention, the activity leader will use the curriculum provided by instructional day while the other students work on homework or an activity of their choice from a menu provided by staff. During the enrichment programming activity leaders will lead students in a variety of lessons that include hands-on, real-life problems/solutions, that allow students to explore, investigate, research and create.

These activities will result in a culminating activity that the students are able to produce and demonstrate for community members during a variety of community/school events and our social media platforms.

Expanded Learning- Summer School

Current Summer program includes a 29 day program operating five days a week for six weeks. This program will be expanded in both the number of days in operation as well as the number of hours in the 2022-2023 school year with additional funds from the ELO-P funding. The program currently operates structured activities from 8:30am-3:30pm daily with the campus open from 8:30 AM- 3:30 PM. (7 hours) This will be expanded to operate 7:30 AM-4:30 PM (9 hours) in the 2022-2023 academic year.

Our program is open to all students however English Language Learners and socioeconomically students are prioritized (Free and Reduced lunch, Homeless, Foster Youth). We also run a parallel program for our Special Needs students through our Extended Year Program and Migrant Education and they are able to receive very specific academic support from these department teachers. Students are also able to participate in all activities offered through our Summer School Program.

For over a decade, we have worked with the Boys and Girls Club. We are currently exploring options for how to expand our program time and offerings so our program will look different after the 2021-2022 school year.

This year we will be partnering with the Boys and Girls Club and hiring our own staff as well as contractors to help support our program and our students.

The learning in this program is robust and includes the required 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. In addition to an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

This program is set up so that the students can participate in “Clubs”: and move between activities and activity leaders. We have offered a variety of different options and opportunities based on student interest surveys and parent feedback from previous programs. Examples of the activities that we have had students engage in that we also plan to continue to offer are:

- Coding and robotics competitions using multiple resources including Robotics kits- students learn to construct their own robots following directions and visual models. Once complete they work collaboratively to code and develop obstacle courses for their models. As they advance in their learning, they will also increase the complexity of their constructed robots adding knowledge related to pulleys, inertia, speed, distance and elasticity as well as motors, sensors, controllers and advanced programming.

- STEAM activities where students would be able to create their own activity and the activity be related to all areas within STEAM and students would be able to use such skills as
 - Reading skills: following directions, new vocabulary, sequencing
 - Math Skills: measurement, math calculations, fractions, temperature and shapes
 - Health lessons: healthy eating, food groups, safety and cleanliness
 - Fine motor skills: sifting, measuring, kneading, pouring, sifting, rolling, whisking
 - Social skills: cooperation, working together, teamwork, responsibility, sharing, self-esteem
 - Chemistry and Science: making predictions, chemical reactions, how temperature impacts gasses, liquids and solids.
- Maker Space: where students can create, invent, explore and discover using a variety of tools and materials.
- Sewing: Similar skills are learned here as the students learn to use patterns, measure, cut sew and create their own items.
- Art: Students are able to use a variety of mediums to design and develop unique creations. (paintings, murals, watercolor, oil pastels, posters, ceramics just to name a few.
- Agriculture: Students have been able to build planter boxes measuring and cutting materials then assembling all of the pieces. Design and research temperature, soil conditions and plant types that will survive, grow and thrive in our climate. Plant their own gardens (vegetables, flowers, plants) and learn about the necessity of sunlight and water.
- Performing Arts – Working in collaboration with the local partners to produce a play and perform in our community.

https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

Staff level:

The majority of staff are not involved in our after school program, however for our summer expanded learning program. We will however continue to collaborate with our providing partners as this provides the opportunity for continual, open communication about students' needs and desired supports.

Participant Level:

Our entire campus is open to our expanded learning programs. They are an extension of what we do to provide support to our students and their families. We allow them access to any resource or materials they need including our library, our technology, our playgrounds and sports materials,

3—Skill Building

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

Programmatic Level

Response:

All enrichment opportunities in the program are designed to inspire creativity and innovation, we work to increase critical thinking and problem solving, by using constant and meaningful communication and collaboration these goals can be achieved. The activities and lessons are designed to support students at their current level of performance and move them towards mastery of skills they have not yet mastered.

Continuous collaboration and input will be facilitated between the Expanded Learning Program and the instructional day staff because the Expanded Learning Program will not replicate the instructional day, however it is important to work together with shared goals, a shared culture, shared expectations, diverse and dynamic learning modalities and time that will help us move outside of the limitations that can bind the instructional day.

Expanded Learning- After School

A few of the activities that we are able to introduce and support during the instructional day but may not receive the time or attention needed to support mastery. In expanded learning we can work collaboratively with the instructional day to increase the depth of learning and the level of performance of our students. A few of the activities where we believe they could build mastery in expanded learning include:

Science Fair Experimentation and presentation creation-In expanded learning we can help the students design their experiments reinforcing the Scientific process. Then help them in their observation and writing. Also critically thinking about their observation and finally preparing for their presentation and sharing their learning in a meaningful way.

Spelling Bee-students can practice while also receiving trusted support and feedback from peers and staff.

Our program and program staff can support students in expanding their opportunities to participate, help them to build mastery and help them to create and present culminating activities related to their experiences.

Expanded Learning- Summer School

Our summer program has been minimal in the past and now are envision an intensive STEAM focused program that provides very diverse experiences that allow students the time and support

to learn new skills, invest time in building mastery and gaining confidence and then showcasing these skills at the end of the session in various culminating activities dependent upon the skill. It can be a talent show, an open house, a carnival with student created booths and games, all of these opportunities are presented to students for them to decide what they would like to do, they are instrumental in developing the program and providing the activities.

Staff level

In supporting students and helping to move their learning forward they have the ability to practice skills. They can also offer coaching and positive feedback. They are able to spend time with students and offer support as they move through the inevitable experiences of trying, failing, reflecting and growing from our experiences. The supportive, open and caring relationships that they have developed will help them be a trusted adult for the students to rely on.

Staff are specifically hired and retained for their character that they exhibit when working with our students, dedication to our students, and ability to work with our students. We know that we can teach people how to teach, coach, do crafts, etc., but we cannot teach them to care.

Participant level

The activities and events that are integrated in both the expanded learning after school and summer program provide support to engage students in 21st Century skills. They have numerous opportunities to work collaboratively in multi-age groups that help them build higher level communication skills. They also have the opportunity to showcase their projects and their talents in various venues throughout the academic year and the summer.

4—Youth Voice and Leadership

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

Programmatic Level

Response:

Student Leadership and voice is an integral part of our program. We have developed a very active student council team. We mentor these students and help them to develop and refine their skills and to develop essential character traits including: responsibility, respect, trustworthiness, fairness and caring. As the students work and grow in these skills, they use their new found knowledge and empowerment to influence others. Student leaders are very instrumental on our campus in a variety of ways including our afterschool program. They will help promote the program, they will help mentor younger students, they help sponsor and support activities and they also serve as “big buddies”, “peer tutors” and “community Project leaders”.

Staff level

Expanded Learning- After School

The staff in our after-school program are very intentional in making certain that our students have the opportunity to share their opinions, express their desires and take on leadership tasks. The students are provided choices related to what the program offerings will be, what activities they would like to participate in and how they will celebrate their learning. As we continue to grow and establish our program, we intend to replicate the phenomenal work that is happening with our student leadership team and create an expanded learning leadership team with multi age group representatives and leaders who will then help support the other students engaged in the program. These activities and experiences are exceptionally well suited to prepare students for moving into high school.

Expanded Learning- Summer School

As in the afterschool program we will work to continue to grow and increase the student's leadership facilitation and application of key learning. Again, as we continue to grow and establish our program, we intend to replicate the phenomenal work that is happening with our student leadership team and create an expanded learning leadership team with multi age group representatives and leaders who will then help support the other students engaged in the program. These activities and experiences are exceptionally well suited to prepare students for moving into high school.

Participant level

The use of our formal and informal means of collecting data related to program offerings allows the students the opportunity to provide feedback, participate in discussions and participate in developing the program. During the summer program students really enjoy the ability to spend extended time on self-selected activities, taking responsibility for completing projects and participating in culminating events that help them show what they know.

5—Healthy Choices and Behaviors

Programmatic Level

We are committed to helping our students and their families develop and promote healthy lifestyles. We spend a great deal of time in our instructional day making certain that every grade level from TK to 8th grade have access to regular physical education classes with instructors who are specifically assigned to support them in skill building and practice. These instructors provide multiple options so that students can explore and learn new skills, try new sports and experience success. Additionally, we offer a sports program in which our 4th-12th grade students participate in seasonal leagues all year long with other neighboring schools. One of the greatest attributes of this program is that all students participate and have the ability to learn and grow. This culture is carried into our after school and summer school program by actions, intentional learning

opportunities and activities. Our policies reflect the intent of our program which is to support our students in developing, learning and continuing to live a healthy lifestyle.

Expanded Learning- After School

Active and engaged learning is the hallmark of our program. Snacks that are served to the students in the program also follow the national school lunch nutrition guidelines that apply to all food items served at school.

In addition to learning about positive behaviors students are also instructed in and encouraged to learn responsible behaviors related to things to avoid in their lives that could negatively impact them such as tobacco, drugs, vaping, and alcohol.

Expanded Learning- Summer School

In addition to the aforementioned aspects of the program and our culture we also have options for students to participate in gardening and will continue to look into adding classes.

Staff level

Our staff participate in training through the Boys and Girls Club which supports their integration of healthy eating, nutrition and fitness into their time in the program.

Participant level

Each activity that we participate in encourages our students to make healthy choices and to extend their learning beyond just the 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

Response:

Programmatic Level

Expanded Learning- After School

Communication is vital to our success and we use multiple means to communicate with our small community at all times. We use our Facebook page, our website, Parent Square App. Instagram, phone calls, hard copy notifications, and the use of our marquees. We also make certain that all communication goes out in both English and Spanish to ensure that all parents have access. Expanded learning staff also maintain current contact information for all students enrolled or interested in enrolling in the program so that they can contact them at all times. All promotional materials for any application, Program openings or event are also advertised in all of

the above ways in addition to flyers be posted in the office, in the classrooms and passed out to teacher mailboxes.

We welcome all students interested in enrolling in the program into the program. If students have any special needs, we make sure to have open communication so that staff are well aware and provided resources for serving those students. The only time a child is not immediately enrolled in the program is when we are limited by having enough staff to support our staff to student ratios.

Expanded Learning- Summer School

The Expanded Learning Summer program is also open to all students. Our program celebrates diversity and welcomes all students. Our program is open to all and focused on meeting our mission and vision of supporting all students and supporting their growth while appreciating their diversity.

Staff level

Staff are well trained to serve all students. They are also very well positioned with resources and support to meet the needs of all students in the program.

Participant level

Our focus is on building relationships with our students and creating a safe space for them to feel comfortable and thrive.

7—Quality Staff

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

Response:

Programmatic Level

Rigorous recruiting is done throughout the community by both the Boys and Girls Club of Sonoma County and the Roseland Public Schools. We post flyers in the office, send out announcements via Facebook, Instagram and Parent Square. We also send notices home with students and have teachers post in their classroom communication apps as well.

Due to our location most of our applicants come right from our school community and most are related to our families or are siblings who have already graduated from our school so they definitely reflect our students, staff and parents. We purposefully seek to hire individuals who exhibit integrity, professionalism, caring, and work to be positive role models.

Staffing is accomplished by hiring a combination of Classified and Certificated staff members.

All staff have had their fingerprints cleared by both the FBI and DOJ (Department of Justice).

Expanded Learning- After School

Classified:

Have passed basic skills proficiency test.

Some are CPR Trained

Mandated Reporting Trained

Trained on the signs of self-harm and suicide awareness

Will be trained to recognize the signs of potential homelessness by our District McKinney Vento Coordinator.

Expanded Learning- Summer School

Staffing is accomplished by hiring a combination of Classified and Certificated staff members.

All staff have had their fingerprints cleared by both the FBI and DOJ (Department of Justice).

Certificated:

Hold a valid CA credential

CPR Trained - Selected staff

Mandated Reporting Trained

Trained on the signs of self-harm and suicide awareness

Trained to recognize the signs of potential homelessness by our District McKinney Vento Coordinator.

Classified:

Have passed the basic skills proficiency test.

Some are CPR Trained - Selected staff

Mandated Reporting Trained

Trained on the signs of self-harm and suicide awareness

Will be trained to recognize the signs of potential homelessness by our District McKinney Vento Coordinator.

Staff level

Staff are clearly identified with staff shirts and lanyards that identify them as staff members.

Staff are aware of grant requirements and work to maintain all assurances. Staff check in bi-weekly with District Administration to ensure open communication and adherence to grant requirements.

Participant level

While our participants do not have a part in our staff selection process their input would definitely be considered if we ever had a problem with a staff member. Our staff, as previously mentioned are often part of our instructional day staff as well so they have very positive trusting relationships built with our students.

8—Clear Vision, Mission, and Purpose

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

Response:

Response:

Our program has developed these three goals:

- Student-centered customized learning for the whole child
- Integrated health and social services and
- Equal access to expanded learning opportunities.

As we have operated our program, we make sure that they align with the District's vision, mission and goals regardless of what program it is or who is working to facilitate the program.

Expanded Learning- After School and Expanded Learning- Summer School

Programmatic Level

Our ELO-P will directly correlate with our District's vision, mission and purpose. This vision and mission were developed in a collaborative effort with our teachers and staff.

Our Mission

Roseland Public Schools reflects the community dream that all students will graduate from high school with options for college entrance and successful, productive careers.

Guiding Elements

Three elements that guide our schools:

1. High expectations for all Roseland Public Schools is characterized by high standards, a rigorous curriculum, a strict code of conduct, and a commitment of all staff toward academic success for all students.
2. A positive, small school culture is provided at all of our schools. Roseland Public Schools' learning environment promotes personal responsibility and leadership opportunities for our students.
3. Roseland Public Schools families are welcomed, respected and involved in all aspects of our schools. Families are included in academic support and enrichment opportunities. Family evening programs involve parents as teachers, provide information regarding education programs, as well as provide a venue for quality family time.

Purpose: To put our students first in every decision that we make from safety to staffing to facilities and program offerings. The students are our reason for being here and serving them is our number one priority.

Staff level

Program Staff facilitates a mandatory parent orientation prior to students beginning the program so that students, parents and staff members all have the opportunity to meet, address any specific needs of students and begin to build a trusting relationship if they are not familiar with each other already. These meetings provide a platform for sharing the program mission, vision and goals and establishing the foundation for the work that we will do together. Program staff also facilitate family nights where students can share their expanded learning experience. We also hold parent informational meetings when needed.

Participant level

Students have become very familiar with our vision, mission and goals as well. We Will continue to develop and embrace our Social Emotional Action Plans and Behavioral Action Plans.

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.

Programmatic Level

Response:

Our greatest effort for collaboration is among the school staff and the program staff to ensure that we are all working together to serve our students. Over the summer we have developed several partners who we continue to work with as well as some new partnerships that we are working to increase. Support of the local School Board of Trustees and teachers is a vital piece to the success of our program. Communicating and celebrating the great work that is going on there to support our families is important. Below are a few of the many collaborative partnerships we RPS has established.

Expanded Learning- After School and Expanded Learning- Summer School as well as the instructional day work with the same collaborative partners in support of our students.

Boys and Girls Club of Sonoma County-Partnership that provides staffing support, programming and staff professional development collaboration.

Community Action Partnership of Sonoma County (CAP)- Partnership that provides family and student support with our community partners and support services

Santa Rosa Violence Prevention Committee -

Staff level

Communication is a vital part of our program and our school community as a whole. We employ multiple means of communicating with our parents our staff and our community. We use our Parent Club Facebook page, our website, Parent Square, Instagram, phone calls, hard copy notifications and the use of our marquee. We also make certain that all communication goes out in both English and Spanish to ensure that all parents have access.

Participant level

Students have been very instrumental in sharing what these partnerships have meant to their program. They have been shared at the Board meetings, they share with the instructional day staff and we all share the same spaces so this has created a seamless transition from instructional day to expanded learning with our students, our families, our staff and our partners.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Programmatic Level**Response:**

We have a long history of using a quality improvement cycle to develop, implement, review and adjust our systems as we work to provide the best possible services to our students. In addition to data driven decision making we are also committed to providing a program that serves the needs of our community, our families and our students. Attendance in Programs: Including waitlist numbers and number of days students attend once enrolled are collected by our partnering agency; Boys & Girls Club.

We are hoping to apply for the community and review as well as future planning have been driven by the full-service community school grant. As we move into our next phase of implementation, we will be using the Quality Self-Assessment tool and look forward to Version 2.0 being released soon.

<https://www.afterschoolnetwork.org/post/california-after-school-program-quality-self-assessment-tool>



Continuous Quality Improvement Cycle

Assess Program Quality: Collect data on the program using multiple strategies. Data comes from sources including self-assessments, review of program policies and manuals, interviews and surveys conducted with staff, youth, and other stakeholders, and observation of program activities.

Plan: Reflect on program data and use data to generate and implement an action plan for program improvement. Action plans can be used to revise and refine organizational strategies and goals, to direct organizational resources towards areas that need improvement, and to guide professional development for staff.

Improve Program Quality: Implement the action plan, taking time to reflect on progress along the way. Once key goals are met, re-assess and update the action plan accordingly.

https://www.afterschoolnetwork.org/sites/main/files/file-attachments/_crosswalk.pdf

Expanded Learning- After School

Program reviews will be performed Quarterly in order to ensure that we are producing a program that suits the needs of our families.

We will also have student, staff and parent surveys as well as informal data gathering opportunities.

Expanded Learning- Summer School

Program reviews will be performed Annually in order to ensure that we are producing a program that suites the needs of our families. We will also have student, staff and parent surveys as well as informal data gathering opportunities.

Staff level

Staff are very reflective and communicative. Staff regularly collect necessary data required for the management of the program. They also commit to continuous improvement. The LEA Administration and Boys and Girls Club representative meet frequently to address any needs for the program. Attendance data is collected daily. Academic progress Data is currently collected and reported quarterly.

Participant level

We will develop a formal process for obtaining student input specifically related to our program now that it has been implemented for several years and has the capacity to increase services. The entire premise of our program grew out of input from students and parents who expressed their desire to have additional homework support for their students, intensive tutoring, if possible additional activities (track, color guard, etc.) and increased enrichment activities. Moving forward we will continue to ask for input and use it to develop our program.

11—Program Management

Describe the plan for program management.

Response:

This program is dependent upon open and frequent communication between the Local Education Agency and the Community based organization.

Programmatic Level

All fiscal management is done using the SACS coding system and tracked in our budget software. Funding streams are managed by our District Office personnel:

LCAP: Managed directly by Charter and District Curriculum & Instruction and Chief Business Officer with oversight by the local Board of Education. We also incorporate additional funding sources into LCAP including our federal Title funds and Federal and State SpEd Funds.

ELO-P: Managed directly by Director of Whole Child Education & Chief Business Officer with oversight by the local Board of Education.

ASES: Managed directly by Director of Whole Child Education & Chief Business Officer with oversight by the local Board of Education.

Expanded Learning- After School and Summer Learning

Fiscal Management: Currently the after school and summer learning component is a collaborative work by the Chief Business Official of Roseland School District, Directors of Charter & District Curriculum & Instruction, and the Director of Whole Child Education . We work together to review the budget, review expenditures and track all expenses. Through our collaborative efforts, the group makes certain that they remain within the grant guidelines and make appropriate use of the funds.

Personnel policies: A portion of our program has the personnel managed through the Boys and Girls Club and the remainder through the district. The Boys and Girls Club component currently goes through the process of recruiting staff members, training and clearing staff members and payroll.

Expanded Learning- Summer School (future plan)

For our summer program the district will be hiring directly. For the summer program we will have the following positions:

Site Teacher In Charge: This person will have full leadership of the program from planning, managing staff, managing supplies, helping to support students, available to communicate with families, etc.

Intervention Teachers: Teach varied groups of students a variety of lessons, activities and events.

COVID Support Staff: Ensure all COVID contract tacking, exposure letters, isolation areas are adhered to.

Behaviorist: This person will be on a consultative basis with collaboration of the Director of Whole Child.

Social Emotional Counselor: This person will continue serving students who are currently receiving counseling services as well as support students as needed throughout summer school.

Policies/procedures/practices: We will have well developed policies and procedures that we regularly put into practice so that we are consistent and fair in our treatment of students and staff.

Clear Organizational Structure: The organizational structure will also be clear and reinforced with support from instructional day administration.

Overarching Organization Leadership: Boys and Girls Club of Sonoma County currently leads our program. We will continue to partner with them; however, we are planning to work together

to facilitate a portion of our summer learning extended day in order to achieve our student service and staffing goals.

Staff level

Planning: Staff will meet prior to beginning of program to participate in team building, review all policies and procedures and expectations. Staff will be provided with lanyards so that they are easily identifiable on campus and can be seen.

Training: Staff will also attend at a minimum one full day of training prior to the beginning of any sessions (example: School year/Summer/Intersession)

Regular Staff Meetings: Staff meet weekly, morning or afternoon of program to go over the daily plans and materials prep.

Communication: All staff have Walkie talkies while on campus so that they can communicate amongst themselves and call for assistance if needed.

Managing student information: Student information will be available via our student information system's hard copy for quick access.

Professional Development: Additional Professional Development will be provided throughout the school year based on staff observations and need.

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.

Response:

Our district does receive ASES (After School Education and Safety) funding. Our program will be funded with supplemental LCAP funds, ACES, as well as funds from our ELOP funds. We will follow all program guidelines with each of our funding streams to develop one comprehensive and expanded learning opportunity to the greatest number of students possible.

Transitional Kindergarten and Kindergarten

Programs serving transitional 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?

Response:

Our transitional Kindergarten program currently operates on a full-day schedule. As we transition into a full-day program (2022-2023) and add the additional TK class that we are anticipating we will add Transitional kindergarten students to our program. When those students are added, we will transition to a 10:1 student to staff ratio for our youngest learners as well as ensure appropriate programming that is specifically designed for serving the needs of our youngest Mustangs.

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

Response:

Before School Expanded Learning offering:

Before School offers a safe environment for students who need to travel to work. In our community many parents travel 25-50 miles to go work in larger neighboring towns such as San Francisco. By opening our Cafeteria an hour before school starts, at 7:30 AM, we are able to provide not only extended library time so that parents are able to visit with their students, but also staff members who are available to help students with any remaining homework they may have or to practice reading skills with them.

Expanded Learning- After School

The programming is divided into three main components: (1) Instructional intervention, homework support and tutoring tailored to the individual needs of students. This will help meet our goal of adapt our program to the identified needs of our students who enroll. (2) Physical education and sports; and (3) STEAM enrichment activities. To continuously improve and develop the program we will continue to review and refer to the Quality Standards for Expanded Learning.

https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

The three hour after school program begins with physical activities and sports providing a nice transition from instructional day to the expanded learning program. This time is followed by a healthy snack for each child. Then, groups of 15-20 students will transition between individualized or small group instruction and academic support and STEAM/project-based enrichment. Each of the program components will last 45 minutes to one hour. During academic support, activity leaders group each student in the appropriate group according to class assignment or intervention need. If leading intervention the activity leader will use curriculum provided by instructional day or similar, while the other students work on homework or an activity of their choice from a menu provided by staff. During the enrichment programming activity leaders will lead students in a variety of lessons that include hands-on, real-life problems/solutions, that allow students to explore, investigate, research and create. These activities will result in a culminating activity that the students are able to produce and demonstrate for community members during Open Houses or Spotlight events.

Example:

2:45-3:30- planned outdoor activities, free play, organized sports

3:30-3:45 -healthy snack served and enjoyed by students

3:45-4:45-homework help, intervention, academic support, SEL support, etc.

4:45-5:45-Enrichment projects

5:45-6:00- clean -up and parent pick up.

Expanded Learning- Summer School

Current Summer program includes an 20-30 day program operating five days a week for four weeks for half days. This program will be expanded in both number of days in operation as well as number of hours in the 2022-2023 school year with additional funds from the ELO-P funding. The programming currently operates structured activities from 8 AM to 12 PM daily with the campus open from 7:30 AM- 12:30 PM. (5 hours) This will be expanded to operate 7:30 AM-4:30 PM (9 hours) in the 2022-2023 academic year,

Our program is open to all students however English Language Learners and socioeconomically students are prioritized. We also run a parallel program for our Special Needs students and they are able to receive very specific academic support from our special ed department teachers but also push in to the remainder of the day to participate in physical activities and enrichment activities.

This program is operated in collaboration with Boys & Girls Club in order to provide additional services and a more robust program. For 10 years, we have worked with the Boys and Girls Club. We are currently exploring options for how to expand our program time and offerings so our program will look different after the 2021-2022 school year.

The learning in this program is robust and includes the required 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. In addition to an educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

This program is set up so that the students can participate in “Clubs”: and move between activities and activity leaders. We have offered a variety of different options and opportunities based on student interest surveys and parent feedback from previous programs. Examples of the activities that we have had students engage in that we also plan to continue to offer are:

- Coding and robotics competitions using multiple resources including Ozobots, Lego Mindstorms EV3 robots and other Basic Beginner Lego Robotics kits- students learn to construct their own robots following directions and visual models. Once complete they work collaboratively to code and develop obstacle courses for their models. As they advance in their learning, they will also increase the complexity of their constructed robots adding knowledge related to pulleys, inertia, speed, distance and elasticity as well as motors, sensors, controllers and advanced programming.
- Reading skills: following directions, new vocabulary, sequencing
- Math Skills: measurement, math calculations, fractions, temperature and shapes
- Health lessons: healthy eating, food groups, safety and cleanliness
- Social skills: cooperation, working together, teamwork, responsibility, sharing, self-esteem
- Chemistry and Science: making predictions, chemical reactions, how temperature impacts gasses, liquids and solids.
- Art: Students are able to use a variety of mediums to design and develop unique creations. (Paintings, murals, watercolor, oil pastels, posters, ceramics just to name a few.
- Agriculture: Students have been able to build planter boxes measuring and cutting materials then assembling all of the pieces. Design and research temperature, soil conditions and plant types that will survive, grow and thrive in our climate. Plant their own gardens (vegetables, flowers, plants) and learn about the necessity of sunlight and water.
- Children’s theater – In the past we have worked in collaboration with the local high school to produce a play in collaboration with the high school students and performed in our community. We have also worked with Missoula Children’s theater for the same purpose. We hope to bring this back into our program as we move into the longer session and longer days.

Example of a current program schedule:

7:30 AM Campus opens and students begin to arrive-greeting and welcome occurs

7:45 AM - 8:15 AM Breakfast is served to all students- students eat and clean up occurs

8:15 AM-9:45 AM Rotation #1 begins and all students self-select from the daily offerings

9:45 AM-10:00 AM Morning recess

10:00 AM-11:30 AM Rotation #2 begins and all students self-select from the daily offerings

11:30 AM-12:00 PM Students are served lunch

12 PM-12:30 PM- Closing session, team building and celebration dismissal begins, buses load and leave, parent pick up occurs students have free play with items that are set up in advance by team.

****After this year we will be adding an additional 4 hours to each day. These hours will consist of additional enrichment activities including but not limited to; field trips, special guests, classes taught by consultants who specialize in things such as dance, mariachi, Folklorico, graphic designs, those types of activities that the families and students identify are important to them.****

This section of the schedule will be updated but it will include highly interactive activities and team building opportunities until 4:30 PM. Daily.

EXAMPLE: 12:30-2:30 Fieldtrips:

Monday- Field Trip

Tuesday- Field Trip/or event

Wednesday- Field Trip

Thursday- Field Trip/or event

Friday- Guest Speakers/motivational/health and wellness

****These events would all be varied and can include things like visiting a movie theater, going to the spray park, visiting a local museum, attending a sporting event, hiking, field day with water play on campus, visiting a local swimming pool, visiting Shafter library. ****

2:30-2:45 Recess/refreshment break

2:45-4:15 Centers- students can self select what they choose to do and rotate through centers these may include – making a tie-dye shirt, macrame a bracelet, paint a model, ceramics, cooking, making smoothies, creative movement, outdoor sports.

4:15-4:30- clean up, pick up, bus departure.

Our expanded learning program creates an active project-based learning environment which has been found to be successful in building students' academic performance, produces more positive students' outcomes, and higher-level thinking skills. The STEAM focus is also highly supported

by research to give students increased exposure to a broader array of future STEM educational opportunities and career options.

http://www.perform-research.eu/wp-content/uploads/2016/07/Boe-2011_Participation-in-science.pdf

Expanded Learning Opportunities Program Plan

Below are additional legal requirements for the ELO-P. We ensured our 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 school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

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. California Department of Education
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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites 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.