2025 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)

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

Name of Local Educational Agency or Equivalent: Reeds Creek Elementary 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. Reeds Creek Elementary School

Governing Board Approval Date:

Review/Revision Date: 12/10/25

Review/Revision Date:

Purpose

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

Definitions

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

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

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

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

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

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

Plan Instructions

Development/Review of the Plan Collaborating with Partners
LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

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

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

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

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

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

Revisions/Changes

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

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

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Reeds Creek Elementary School District ELO-Program/ASES will offer safe after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than 9 hours of combined instructional time. These expanded educational services will be offered to all Reeds Creek students, grades TK through 6th grade. The school year program and holiday break intersessions will be offered on the Reeds Creek Elementary School campus and Reeds Creek will partner with a larger Tehama school district to provide access to Reeds Creek students during the summer. This schedule is designed to meet the 30 additional days required for funding. The Reeds Creek long standing partnership with the Tehama Safe Education and Recreation for Rural Families (SERRF) program is the foundation of this ELOP plan. SERRF will provide program coordination and qualified staff to Reeds Creek. Staff will be trained late in the summer before school starts, and three additional training days will be provided during the school year and summer. Additional training opportunities will be provided to after-school staff during non-program hours. The district and SERRF staff will collaborate on emergency drills and on-campus safety protocols. The SERRF online management system, Brightwheel, will be used for behavior incident reporting and maintenance of health records. An emergency binder is always kept on site with emergency information, procedures and policies.

Emotionally Safe & Supportive

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

ELO-Program/SERRF expanded learning activities focus on meeting the developmental needs of 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 in this area. SERRF has partnered with Tehama County Department of Education (TCDE) School Mental Health and Wellness Department to create and implement a Suicide/Self-Harm Protocol and follow-up checklist for Site Leads and frontline staff to use should situations arise.

~ Mentoring Programs: The existing expanded learning program offers mentoring through a variety of approaches to include Girls Circle, Boys Council, 5 Peaks Youth Solutions, and the Reading Buddies Program. Mentoring at Reeds Creek will be designed with consultation with the principal, teachers and the Reeds Creek Mental Health Clinician. Students who could benefit from a mentor are referred to the mentoring program and paired accordingly with a suitable group or partner.

~ Character Education: Reeds Creek has implemented social and emotional learning (SEL) and character education programs at all grade levels using the Character Strong curriculum. The ELOP program will reinforce the Character Strong lessons taught duirng the regular school day. To compliment and support Character Strong lessons, SERRF staff have received training and materials for Sanford Harmony, a curriculum focused on teaching empathy, understanding, and communication skills. ELOP 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 are reinforced in daily after school activities. 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. Reeds Creek and SERRF participate in the annual Great Kindness Challenge, a community-wide focus on building compassion through performing random acts of kindness that provides five designated days of giving back to the community.

2—Active and Engaged Learning

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

ELOP/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 and build upon what is conducted during the instructional day. Additionally, two Reeds Creek paraprofessionals are employed by the ELOP program and they provide a consistent, caring transition for Reeds Creek students between after-school/intersession activities and the classroom. The program Site Facilitator is on-site daily before school ends to consult with the principal and teachers regarding any identified student needs that can be supported after school. The ELOP/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.

3—Skill Building

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

The ELOP/SERRF Site Facilitators, Lead Facilitators, and the SERRF Administrator regularly consult with the Reeds Creek administrative staff to review and develop a collaborative plan that meets the specific needs of the school. Credentialed teachers are employed to provide tutoring. SERRF also coordinates with TCDE curriculum consultants, who are credentialed teachers, who 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.

~ Homework and Tutoring: Students complete homework assignments with assistance from SERRF staff. On occasion, Reeds Creek teacher tutors work one-to-one or small group settings with students identified as needing instructional support. Reeds Creek has chosen to use ELOP monies to purchase and use Ignite as a tutoring curriculum.

~ Reading and Language Arts Activities: Reading and Language Arts are priority areas of academic need based on school assessment results and teacher feedback. At Reeds Creek, after school staff use curricular pieces and strategies that include online reading programs, Science and Math through literature, Reading Rockets, CLOSE Reading, Literature Units/Novels utilizing iPads & Chromebooks, Reader's Theater, the countywide Book in Common, and Character Strong. These all are used together or separatelty to practice and reinforce a variety of reading skills. Books read are aligned with schoolwide I-Ready assessments and/or the appropriate Accelerated Reader (AR) Levels, and students are given opportunities to take the corresponding test during the expanded learning program; results are shared with Reeds Creek teachers.
Students practice and improve their writing skills through addressing writing informational and narrative writing prompts. They also practice their writing using journal entires that summarize 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: During the ELOP program students participate in a variety of high-interest activities integrating science, technology, engineering, art, and math (STEAM), language arts, and/or service learning. These are all designed to reinforce classroom learning and to support interest and achievement in STEAM, including possible careers. Reeds Creek ELOP students are provided a variety of organized STEAM activities through experiential curricula purchased and provided by the SERRF program. Over the years, SERRF staff has purchased and inventoried many hands-on curriculum kits and supplies that are readily available for use at Reeds Creek. Some of these are 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, 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.

~ Programs for Students Learning English: Currently, Reeds Creek does not have any English Learners (ELs) enrolled. However, enrollment is a constant process and our school could easily enroll English Learners at any time. For this reason, the Reeds Creek ELOP program needs to address how we will approach EL support. In addition to participating in the regular academic assistance programs, when data indicate, English learners will receive priority admittance in the mentoring program for special one-to-one academic and emotional support and assistance. 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 Reeds Creek expanded learning program, and student computer use and blended e-learning is integrated into many activities. Students have access to iPads and Chromebooks where they use Reeds Creek-adopted curriculum to support their academic learning.

~ Entrepreneurial Education Programs: The Tehama SERRF program provides a variety of entrepreneurial activities through the focused Enrichment and Youth Development portion of the Reeds Creek expanded learning program.

~ Physical Fitness: Activities focusing on physical fitness and wellness are predominant features in the Reeds Creek expanded learning program. Reeds Creek has an expansive playground area and gymnasium that are used daily during ELOP after school and intersession hours. SERRF uses the CATCH program (Coordinated Approach to Child Health) which provides a variety of physical activities and active games for children. There are also strong, established community collaboratives that include the Tehama County Department of Social Services and Tehama Family Fitness Center that regularly support schools with student fitness during the after school hours. These collaborations along with our grant funding for health and physical activities enhance student opportunities and overall program effectiveness that culminate with countywided physical fitness products and/or events. Examples of these countywide 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. Reeds Creek students and staff have participated in these in the past.

~ Culture: Reeds Creek students engage in a variety of enrichment activities customized to reflect the culture, strengths, needs, and interests of our school and district. These are often coordinated with school events and celebrations.

~ VAPA: Reeds Creek ELOP arts, crafts, and music activities integrate the learning standards for Visual and Performing Arts and compliment VAPA instruction and activities that take place during the school day. ELOP intersession activities will capitalize on VAPA-related talents of Reeds Creek staff or community members.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Reeds Creek administration and teachers appreciate the fact that 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 program enrichment activities and schedules. 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.

The SERRF curriculum contains a specific focus for students to develop 21st Century Skills through collaborative learning groups and problem solving. This focus is addressed at Reeds Creek throught the use of heterogeneous groupings in order to increase the likelihood that older students will interact with younger students and model positive communication and leadership skills. Additionally, 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

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

SERRF students participate in a full array of recreation opportunities based on their interests, time of year, and staff skills. At Reeds Creek, the ELOP/SERRF program provides a minimum of 30 minutes of moderate to vigorous physical activity daily that includes organized games and activities. Activities in the past have included 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. Staff has created an "Inclement Weather" binder (physical and digital) with indoor physical activities designed to address severe climatic conditions often present in northern California. SERRF's healthy practices and program activities are aligned with the Reeds Creek ELO-P/LEA 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, including Reeds Creek Elementary, have supper programs that are also aligned with USDA guidelines. Reeds Creek also provides a school garden as a collaborative project with the core school day. Training is provided on instructional strategies and curriculum that embody both physical education and nutrition. The SERRF snacks/supper meals are provided by the National School Meals Program and meet the nutritional guidelines established by SB 12. The Reeds Creek Cafeteria personnel 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 school's designated health and wellness policies.

The following is a sample of the snacks provided to SERRF students:
~ Whole Grain Cereal (Shredded Wheat), Milk, Bananas, Pretzels, Almond Butter, Applesauce, Milk, Apples, Mozzarella Cheese Sticks, Water

Drug and Violence Prevention: The Reeds Creek 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 its 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. Reeds Creek students participate in Red Ribbon Week Drug Prevention activities each year in October.

6—Diversity, Access, and Equity

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

The Reeds Creek ELO-P is intentionally designed to celebrate and support the cultural and linguistic diversity of the students and the Reeds Creek community it serves. Program activities reflect students' backgrounds, languages, and traditions through an inclusive curriculum, multicultural enrichment, and partnerships with local organizations. Staff receive ongoing training in cultural responsiveness and inclusive practices to ensure all students feel valued and represented. Communication with families is provided in their home languages, and when appropriate, materials are translated to support equitable access to information.

To promote access and equity, the program removes barriers to participation by offering free or low-cost opportunities, flexible scheduling, and accommodations that meet individual needs. Students with disabilities are fully included in all aspects of the program through collaboration with school-day special education teams. Reasonable modifications, adaptive materials, and one-on-one or small group support are provided to ensure every student can meaningfully engage and succeed.

7—Quality Staff

Staff Engagement

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

Recruitment of staff is a joint effort with the Reeds Creek administration. This effort consists of flyers, postings, internal and external advertisements. Hiring interviews and new staff orientations are conducted to select high-quality staff and prepare them to succeed in their positions. Reeds Creek Elementary has staff members who work during the school day and continue into the after-school day, which provides consistency for the students. All staff participate in ongoing training through the school year, either as part of Reeds Creek professional development opportunties or through SERRF professional learning.

Minimum Staff Qualifications

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

Reeds Creek hold the minimum requirements for an instructional aide to be NCLB compliant, as demonstrated either by passing the paraprofessional test or having an AA degree or 48 college credits. All SERRF staff, including credentialed teachers, are screened utilizing the Department of Justice Live Scan System and must have Physical and TB clearances. Volunteers must follow the same requirements, including informal interviews, reference checks, fingerprinting, and TB tests.

Staff Development

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

The Reeds Creek ELOP/SERRF staff attend training before the school year begins and also during the school year, outside of after-school hours. Three Professional Development days are provided, two during the school year, and one in the summer. Weekend training opportunities are also offered. Additionally, the Reeds Creek staff members working for the after school and intersession programs also benefit from professional development opportunities provided by school administration. These address student behavior management and effective instructional strategies.

SERRF staff participate in an annual twelve-hour training prior to program start-up 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 Reeds Creek 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.

New SERRF employees attend Rookie training classes 5 times per year. Topics covered include classroom management, SEL, discipline strategies, technology training, paperwork processes, and emergency procedures.

8—Clear Vision, Mission, and Purpose

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

The Mission of the Reeds Creek Elementary School District is to provide "a safe, quality, engaging learning environment that cultivates meaningful relationships. Caring adults support students in achieving success within their abilities and educational goals. With the help of a balanced and rigorous curriculum that's designed to meet the social-emotional, academics and cultural needs of all students, they will become productive members of an increasingly diverse community."

This district Mission compliments the SERRF Mission of, "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."

The Vision of the Reeds Creek Elementary School District is that "Reeds Creek, in partnership with our families and the community, believes in the importance of education and nurturing the whole child to inspire successful, life-long learners and independent thinkers."

Similarly, the SERRF Vision is, " To blend the enthusiasm of youth, with the dedication of parents, the commitment of educators, and the expertise of the community members to promote academic competence, assist the children in achieving their fullest potential, and plant the seeds of responsibility and service to their community."

9—Collaborative Partnerships

Students and Families

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

Both Reeds Creek and the SERRF program seek stakeholder feedback from students, parents, and instructional day teachers on an annual basis. These data are analyzed to develop district and program plan revision and continuous improvement. The most recent data collections include:

~ for Reeds Creek district/school:
~ Parents would like to see more opportunities for involvement in district/school activities
~ Staff would like to see greater consistency across school programs and support
~ Student achievement data indicate a need for strengthened instruction in English Language Arts and Math

~ for SERRF:
~ Student Survey: The 2025 results show that students are positive about the expanded learning program, that 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 2025 results show that parents 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 2025 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.

Community Based Organizations and other Non-LEA Partners

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

Tehama County boasts a collaborative effort from district administrators, county agencies, and non-profit organization leaders that has formed a consortium of partnerships to address after school program needs for Tehama County. Reeds Creek is one of these community partners. The Tehama County After School Consortium now helps meet some needs of SERRF by leveraging the resources of the individual agencies. Support efforts provided to Reeds Creek, SERRF, and other Tehama districts/schools include:

~ Red Bluff Parks and Recreation provides coordination efforts involving extended day summer programming for students/families.
~ Tehama County Sheriff's Department gives presentations on water safety and other relevant topics.
~ 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
~ The Regional Bridges to College and Career Office 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.

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

These collaborative community efforts strenghten opportunity for the Reeds Creek ELOP program. Additionally, Reeds Creek and all SERRF sites host a Spring Community Collaborative in conjunction with its annual "SERRF Highlight Show," when after school opportunities and achievements are highlighted for the community at large. 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 collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

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 identified two specific areas, directly correlated to the Quality Standards are selected as "Areas of Focus" for the SERRF Expanded Learning Program. These are: 1. Program Management, and 2. Safe and Supportive Environment. These two goals include the following objectives:
~ Objective 1 - Implement goal program-wide at all sites, including activities
~ Objective 2 - Site facilitators will collaboratively create site-alike (size, grades served) groups for all activities at site-alike programs.
~ Objective 3 - Site facilitators and site staff will create activities specific to each 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 reflected 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.

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.

11—Program Management

Policies and Procedures

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

For the purposes of state requirements, the SERRF Parent Handbook (in attachments) is provided in English and Spanish. The Brightwheel software platform is utilized for all documentation, enrollment, registration, and attendance tracking.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program3. How does this budget reflect the needs of students and families within the community?

The Reeds Creek Elementary ELO-P preliminary budget includes allocations for the following program activities:

ELO-P Activity	SACS Object Code	Projected Amount
1. Six (6) days of extra learning during Thanksgiving and Winter break	5800 – Coordinator	$ 2,000
	2000 – Classified Salary	$ 2,000
	3000 – Classified Benefits	$ 600
4300 - Supplies Materials	$ 1,000	
2. Contract with a local district for summer ELOP/student transportation/activity costs/ field trip costs	5100 - District fee	$ 4,000
	5815 - Student transportation	$ 1,500
3. Staffing costs for ELO-P during school year	2000 - Classified Salary	$ 5,000
	3000 - Classified Benefits	$ 1,000
4. MOU with SERRF	5800 - Contracted Services with SERRF	$ 82,360
5. District Indirects @ 6.24%		$ 6,740

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

In coordination with Reeds Creek administration and participating staff members, the SERRF Program Plan is reviewed annually as part of the continuous quality improvement process. The activities described below take place at all Tehama SERRF sites - including Reeds Creek - 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. All annual contributions are tracked in an in-kind table.

~ The Brightwheel application is in place at all SERRF sites to monitor and record attendance. Parents or an authorized designee are required to sign out students each day using their individual codes. The SERRF early release policy states the following:

- Early Release Policy: "Students will be excused to attend school functions, doctor and dentist appointments, and other reasonable and valid absences as prearranged, and/or indicated on the Brightwheel app. The Early Release Policy and agreement can be located in your Brightwheel profile. Please notify personnel prior to an absence or early release whenever possible."

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

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

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

General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant?	Yes
Do you have a 21st CCLC Grant?	No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

> ASES and ELO-P Funds will be braided together to form one comprehensive program with consistent staff. One participation offer and registration is provided for both grants, happening simultaneously, as the program is comprehensive.

Transitional Kindergarten and Kindergarten

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

> Pupil-to-staff ratio of 10 to 1 will be maintained in Transitional Kindergarten and Kindergarten by hiring additional qualified staff. Grade-appropriate curriculum and training will be provided by the Tehama County Department of Education, SERRF Department.

Offer and Provide Access

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

> The enrollment process will include advertising in English and Spanish, by the district, through Parent Square, on the website, social media, and physical fliers circulated at the site. Registration will be facilitated by the SERRF Department at Tehama County Department of Education using the Brightwheel system, with priority given to unduplicated students. Parent signatures will be captured electronically at the time of registration, and records will be stored electronically in the Brightwheel program.

Field Trips

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

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

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

Field trips will be planned as a culminating activity after a six-week learning enrichment lesson.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney- Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

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

The monthly fee is $75 per child. This is managed through our online platform, Brightwheel. If needed, families can request an application to reduce their monthly fee.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

In Attachments

Additional Legal Requirements

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

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

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.
(B) Section 8482.6.
(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

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

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

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

Prioritizing School Sites
EC Section 46120(b)(3):

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

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

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

Partners
EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

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

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

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

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

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

Staff Minimum Qualifications, Ratio
EC sections 8483.4(a) and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:
(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

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

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

(B) For purposes of this section, an "event" includes any of the following:
   (1) Death of a child from any cause.
   (2) Any injury to a child that requires medical treatment.
   (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
   (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
   (5) Epidemic outbreaks.
   (6) Poisonings.
   (7) Fires or explosions that occur in or on the premises.
   (8) Exposure to toxic substances.
   (9) The arrest of an employee of the third party.
   (C) Any other event as specified by the local educational agency.

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

REEDS CREEK SERRF		MONTH:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:30- 2:45 <u>Sign In</u> **2:45- 3:30** Supper/ Brain Break **3:30-4:30** <u>Homework Hour/clubs</u> -20 minutes: Read to Self -20 minutes:HW -20 minutes: Journals CLUBS **4:30- 5:30** <u>Recreation:</u> Walk the track Activity 1 Basketball (374) Activity 2 Soccer (494) Cool Down **5:30-6:00** Clean up and pickup	**2:30- 2:45** <u>Sign In</u> **2:45- 3:30** Supper/ Brain Break HOME GAME 4PM **3:30-4:30** <u>Homework Hour/Clubs</u> -20 minutes: Read to Self -20 minutes:HW -20 minutes: Journals CLUBS **4:30- 5:30** <u>Enrichment:</u> Tk-k Snore wk2 Day 1 1-3 Money Matters Wk 2 Day 1 4-8 Lights Camera Publish Wk2 Day 1 **5:30-6:00** Clean up and pickup	**1:00- 1:30** <u>Sign In/Brain Break</u> **130-230** <u>Recreation:</u> Walk the track Activity 1 Volleyball(575) Activity 2 Basketball (374) Cool Down **2:30- 3:30** Supper/ Brain Break **3:30-4:30** <u>Homework Hour/Clubs</u> -20 minutes: Read to Self -20 minutes:HW -20 minutes: Journals CLUBS **4:30- 5:30** <u>SEL Sanford Harmony</u> Second Step 4-8 **5:30-6:00** Clean up and pickup	**2:30- 2:45** <u>Sign In</u> **2:45- 3:30** Supper/ Brain Break **3:30-4:30** <u>Homework Hour/Clubs</u> -20 minutes: Read to Self -20 minutes:HW -20 minutes: Journals CLUBS **4:30- 5:30** <u>Enrichment:</u> Tk-k Snore wk2 Day 1 1-3 Money Matters Wk2 Day 1 4-8 Lights Camera Publish Wk2 Day 1 **5:30-6:00** Clean up and pickup	**2:30- 2:45** <u>Sign In</u> **2:45- 3:30** Supper/ Brain Break **330-530** Fun Friday- Fort wars 330-430 Build forts 430-530-Angry Birds **5:30-6:00** Clean up and pickup

EXPANDED LEARNING PROGRAM

SERRF

TEHAMA COUNTY DEPARTMENT OF EDUCATION
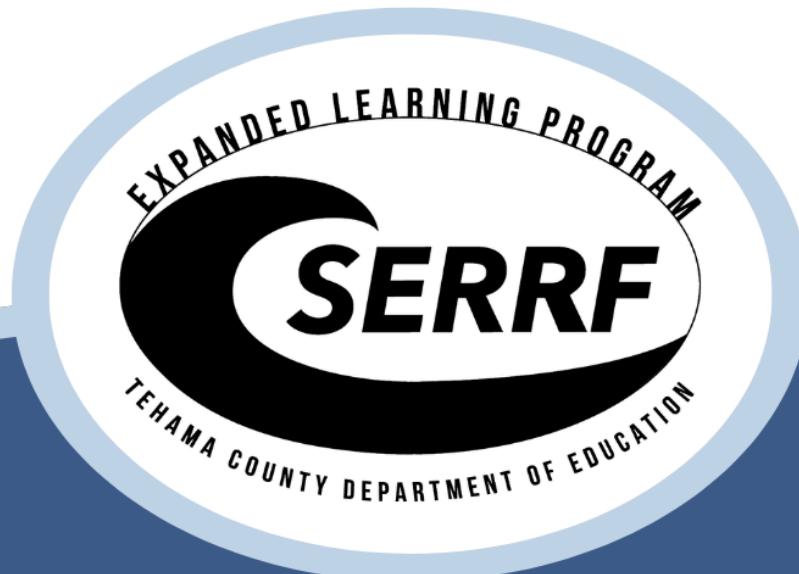
Safe Education & Recreation for Rural Families

PARENT HANDBOOK

SERRF Expanded Learning Program provides a safe, healthy, and enriching environment for school-age children.

PROGRAM INFORMATION

ATTENDANCE INFORMATION

STUDENT CENTERED INFORMATION

The SERRF Expanded Learning Program provides a safe and enriching environment. Students experience a balanced program that includes academic, enrichment and recreation curriculum.

Program Goals

1. To enable students to perform at or above grade level as measured by state standardized tests and the California State Content Standards.

2. To provide recreational enrichment opportunities that will promote lifelong healthy behaviors, community service, and personal growth.

3. To increase student awareness and reduce the incidence of juvenile crime, gang activities, and use of tobacco, alcohol, and drugs.

Supporting Activities and Interventions:

- "Power Hour" Homework Time
- Small Group Tutoring
- One-on-One Mentoring
- Paired Reading
- Learning Games - CA State Content Standards Based
- Book Clubs
- Read Alouds
- Career Exploration
- Field Trips
- Community Service
- Guest Presentations
- Study Skills
- Mobile Computer Labs
- STEAM - Science, Technology, Engineering, Art & Math
- Arts and Cultural Activities
- Healthy Lifestyles
- Fun Sports
- Computer Technology
- Girls Circle
- Character Education
- GO FAR (Go Out For A Run) 5K run & 1 mile fun run
- Social and Emotional Skills

Administration and Funding

The SERRF Expanded Learning Programs are run under the auspices of the Tehama County Department of Education. Federal and State grants, monthly fees, and community donations currently fund programs.

Expanded Learning Opportunities Program (ELO-P)

SERRF coordinates with individual districts to develop and implement a single comprehensive program through the use of California State ELO-P funding. This funding supports the hiring of credentialed teachers and paraprofessionals for expanded learning time, thus facilitating better collaboration and alignment with the core school day. The ELO-P collaboration enables more Tehama County students/families to receive expanded learning services.

Staffing

The program hires trained, certificated and classified staff who meet the school district's requirements. The director is a Tehama County Department of Education administrator. The staff are trained to meet children's social, academic and emotional needs. Expanded Learning staff follow strict guidelines to ensure children's health and safety, as well as, provide a high quality program.

SERRF Site Locations

SERRF Expanded Learning Programs are available at the following schools:

- Antelope
- Bend
- Berrendos
- Bidwell
- Evergreen Elementary
- Evergreen Middle School
- Flournoy

- Gerber
- Jackson Heights
- Kirkwood
- Lassen View
- Los Molinos
- Maywood
- Metteer
- Olive View

- Plum Valley
- Rancho Tehama
- Reeds Creek
- Richfield
- Vina
- Vista
- West Street
- Woodson

Hours and Days of Operation

SERRF operates each school day on the following basis:
- School release time (grades K-8) until 6:00 p.m.
- Minimum school days from school release time until 6:00 p.m. (Unless otherwise notified). Our expectation is that parents will pick students up from the school site each day by 6:00 p.m.
- SERRF is closed on any day school is not in session.

Registration and Enrollment

Enrollment in the program shall be granted without regard to race, sex, religion, color, medical condition, disability or national origin.
Enrollment is open to any child in grades, TK, kindergarten through 8th grades, provided the program can meet the needs of the child.
All children must be registered before they attend the program. **A completed annual, online registration must be received before the first day of attendance.** A registration includes enrollment information, medical emergency information, family information, and parental agreement. These forms must be completed for each program site.

Annual enrollment is on a first come, first serve basis. Fees must be paid and kept up to date in order to maintain program enrollment. If the number of student enrollment exceeds program capacity, first priority for enrollment is given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act, and to students identified as being in foster care. Second priority enrollment is given for middle and junior high school students who attend daily.

Monthly Fees

Fees are due by the 1st of each month, September through May. Fees are not prorated. Fees must be paid electronically through "SchoolPay", available on our online link at:

https://www.tehamaschools.org/Departments/SERRF/SERRF-Payments/index.html

Completing the income verification form with your school may qualify you for free or reduced SERRF fees.
A Fee Adjustment Request Form (FARF) is available if financial hardship exists. Verification of income MUST be attached- these are NOT retroactive and begin the month this form is received and approved. Families qualifying for Free, Reduced Priced Meals (FRPM) and/or identified as Foster/Homeless will not be required to pay fees.

ATTENDANCE INFORMATION   .

Daily Attendance

The goal of the SERRF Expanded Learning Program is to have all enrollees attend all scheduled SERRF sessions. A "Monthly Attendance Sheet" must be kept on all children who attend the program. Each child

3

is required to be signed in and out each day by the parent or authorized person with a full signature.

In the case of children leaving the program by bike or other means, a note signed by the parent giving specific instructions and time for release of the child must be on file.

Children leaving and/or returning to the program for extra curricular activities must be signed in and out each time. If another arrangement needs to be made in an exceptional situation, please notify your SERRF Site Facilitator.

Reporting Absences

If your child will not be attending on a scheduled day, please call the SERRF Site Facilitator to inform them. If your child is scheduled to attend and has not signed in at the beginning of SERRF, staff must locate the child for his or her own safety. That may mean telephone calls to you at work and to other emergency numbers.

Minimum Attendance Requirements

Due to state funding parameters, students who are registered in the SERRF Expanded Learning Program have minimum attendance requirements. Students not meeting these guidelines will be dropped from the program, especially at sites with established waiting lists.

- Elementary School Students – Grade K-5th – are required to attend the full day of the Expanded Learning Program on a daily basis.

- Middle School Students – Grades 6th – 8th are required to attend the Expanded Learning Program a minimum of nine hours a week and a minimum of three days a week.

All exceptions must be in compliance with the established early release policy.

Early Release Policy

Students will be excused to attend school functions, doctor and dentist appointments, and other reasonable and valid absences as prearranged, and/or indicated on the Brightwheel app. The Early Release Policy and agreement can be located in your Brightwheel profile. Please notify personnel prior to an absence or early release whenever possible.

Pick-Up Procedure

All students must be signed out daily. Your child may only be picked up by someone on the authorized sign-out list and proof of identification is required. The emergency phone numbers will be contacted if a child is left past the scheduled check-out/closing time. *If the problem persists, a fee will be assessed or the child will be dismissed from the program.

Late Pickup Fee Policies

The program closes at 6:00 p.m.

*Parents whose children remain past 6:00 p.m. will be charged an overtime fee of $5.00 per child per 10-minute increments. A ten-minute increment(s) is defined as follows:

> 1 – 10 minutes = 1 ten-minute increment = $5.00 per child
> 11 – 20 minutes = 2 ten-minute increments = $10.00 per child
> 21 – 30 minutes = 3 ten-minute increments = $15.00 per child

Late pickup three times will be cause for dismissal from the program

"Abandoned Child" at Close of Program

If your child has not been picked up by 6:00 p.m. the following steps will be taken:

1. Parents' cell, home and work phone numbers will be called.
2. All other telephone numbers listed on the child's emergency card may also be called.
3. Staff will try all numbers again. REMEMBER, staff may not release a child to ANYONE except those listed on the child's emergency card.
4. **At 6:30 p.m. the child is considered an "abandoned" child and the local Police Department, Sheriff's Office, or DSS Child Protective Services will be called.**
5. The child will be released to the responding agency and staff will share with them what steps they have taken to locate the parents and all persons they have called or left messages with.
6. Staff will post a note on the door advising the parent who the children were released to.

Site Emergency Pick-up Procedure

In the event of an emergency or natural disaster the following procedures will be in effect:

- Children will be directly supervised and remain at the site until they can be picked up by the parent or other authorized person.
  OR
- In the event of a site evacuation, children will be taken to a local emergency center. The location will be posted on the site door when appropriate.

STUDENT CENTERED INFORMATION .

Medical and Health Information

SERRF is sensitive to the health and physical needs of children and, therefore, the following policies have been established:

The program must have current emergency information and a "Medication Authorization Form", if necessary, on file for each child. It is the parents' responsibility to keep the program informed of any change in the information regarding their child's emergency, medical, or physical condition, as well as emergency contacts, names and phone numbers.

If a medical condition requires the use of an epi-pen, parents must provide appropriate medication with doctor authorization to SERRF to be held securely by the SERRF Facilitator.

The program will not transport children to a medical treatment facility or physician. If staff members are unable to locate the parents or an "emergency" contact, staff may secure transportation by the local emergency services for appropriate treatment at the nearest medical facility, if warranted. If major injury or illness is involved, the child will be transported by ambulance to a hospital.

In all cases of injury or illness, attempts will be made to contact parents immediately and to involve them in the decision regarding treatment. Parents are responsible for all costs incurred when a medical emergency arises.

Snacks & Food Allergies

Afternoon snacks will be provided through the USDA/school snack program. It is the responsibility of the parent to inform the staff if their child has any food allergies. If the child has other food preferences that

cannot be accommodated by the program, the parent will be asked to provide the child's snacks.

Health Requirements

It is the parents' responsibility to monitor the daily health and physical condition of their child and to determine their child's ability to actively participate in the program. **When a child shows signs of illness** or an infectious, contagious condition, the parent will be contacted and **must pick up the child immediately**. The child will be isolated and made comfortable until the parent or designee can pick up the child.

Discipline

Discipline will be administered and maintained in a positive manner, which is child-centered and contributes to the child's development. **SERRF Expanded Learning Program students will be required to follow established school rules.**

This discipline policy applies to all children in order to ensure a fun, safe, and wholesome environment. We appreciate your support and communication in this area.

If discipline is required, the following process will occur:

OCCURRENCE	ACTION
First	SERRF will discuss the unacceptable behavior with the child and explain why it is unacceptable
Second	The SERRF staff will discuss the unacceptable behavior with the child and provide a time out and/or "student re-thinking form". They will discuss how the behavior can be changed.
Third	Should inappropriate behavior continue, the situation will be documented and a disciplinary incident report given to the parent. The form will outline the behavior problem, the steps that will be taken if the problem persists, and may include a specific "Behavior Contract". Steps will range from suspension to dismissal from the program.

If a child's behavior creates an unsafe environment for others, SERRF Expanded Learning Program reserves the right to dismiss the child

from the program immediately. **Parent cooperation and involvement is appreciated**!

Television, YouTube and Online Videos

In keeping with appropriate and responsible role modeling for youth, all programs must be "G" rated to be shown. All other ratings must have a signed parent permission slip on file.

Transportation

Transportation to and from the SERRF program sites is the responsibility of the parent unless an alternative is noted. When transportation is needed for field trips, public and contracted transportation, or school district transportation will be used.

Dress Code

The appropriate dress for attendance at SERRF will be the **SAME** as the school of attendance. Children must wear shoes at all times unless during a special activity as instructed by staff.

Use of Personal Property or Equipment

SERRF will follow school rules regarding possession and use of cell phones. Cell phones must be turned off and left in backpacks during after school hours. Students will be able to use the telephone at staff direction and in other instances written teacher/parent permission is necessary. Students shall not bring personal property such as phones, iPads, electronic devices, balls and toys to school except for program approved special activities/events. **SERRF does not accept responsibility for the loss, theft, repair or damage of articles brought to the program.**

Use of Computers & Internet

The Internet provides vast, diverse, and unique resources to students. Our goal in providing this service to students is to promote educational excellence by facilitating resource sharing, innovation, and communication. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Before access is granted, students must receive written parental permission. Parents have the option of denying their child individual access to the Internet.

Parent and Family Involvement

Parents are important people! Although parents are not required to participate in the SERRF program sites, parental involvement is strongly encouraged. Please check your site's bulletin board/sign-out book area for special announcements.

During the year, special events are held for parents and SERRF students. In October we celebrate "Lights On!, a National Event that is honored at each SERRF site. In the spring, our schools come together to "Highlight" their programs and we "GO FAR", (Go Out For A Run), with a 5K run and 1 mile fun run/walk.

If you have a special talent that you would like to share with the children, please contact your child's Site Facilitator to discuss the opportunity to share that talent or assist the Program.
And, of course, you are always welcome to drop in anytime to observe or participate in any program activities.

Business Office

The SERRF Expanded Learning Program business office is located at:

Tehama County Department of Education
1135 Lincoln Street, Red Bluff, CA 96080
Monday – Friday 8:00 a.m. - 5:00 p.m.
(530) 528-7381

SERRF Expanded Learning Program

Vision Statement

To blend the enthusiasm of youth, with the dedication of parents, the commitment of educators, and the expertise of the community members to promote academic competence, assist children in achieving their fullest potential, and plant the seeds of responsibility and service to their community.

Mission Statement

To provide a physically and emotionally safe, healthy, enriching environment through expanded learning opportunities for students. This includes homework support, tutoring, academic enrichments and alignment, recreation, social skills development, healthy lifestyle choices and prevention activities. This will result in students meeting and exceeding national, state and county achievement standards.
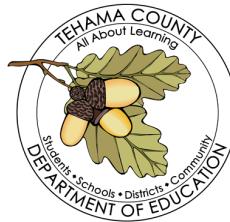
Tehama County Department Of Education

1135 Lincoln Street, Red Bluff, Ca 96080

Rich DuVarney, Superintendent

Phone: (530) 528-7381

Fax: (530) 529-4120

www.tehamaschools.org

Revised 8/17/23

EXPANDED LEARNING PROGRAM

SERRF

TEHAMA COUNTY DEPARTMENT OF EDUCATION

Educacion y Recreo Seguro Para Familias Rurales

MANUAL DE PADRES

Programa de Aprendizaje Ampliado de SERRF ofrece un medioambiente seguro, sano y enriquecedor para niños en edad escolar.

INFORMACIÓN DE PROGRAMAS

INFORMACIÓN DE ASISTENCIA

INFORMACIÓN CENTRADA EN EL ESTUDIANTE

INFORMACIÓN DE PROGRAMAS

El Programa de Aprendizaje ampliado de SERRF provee un medio ambiente sano, seguro y de enriquecimiento después de la escuela. Los estudiantes disfrutan de un programa balanceado que incluye un plan de un programa balanceado que incluye un plan de estudios académico, enriquecedor y recreativo.

Metas del Programa

1. Capacitar a los estudiantes a que se desempeñen al nivel de su grado o a un nivel más alto conforme a los niveles de los exámenes estandarizados del estado y a las Normas de Aprendizaje del Estado.

2. Proveer oportunidades de recreación enriquecida que promoverá aprendizaje para toda la vida, servicio a la comunidad, y desarrollo personal.

3. Para aumentar la conciencia estudiantil y reducir la incidencia del crimen juvenil, actividades de pandillas, y el uso del tabaco, alcohol, y drogas.

Actividades e Interviones:

- "Hora Intensa" Para las Tareas
- Tutoría en Grupos Pequeños
- Tiempo Individual con Consejeros
- Lectura en Pareja
- Juegos de Aprendizaje - Bases Estándar de Contenido del Estado de California
- Clubes de Libros
- Lectura en Voz Alta
- Exploración de las Profesiones
- Paseos Escolares
- Servicio Comunitario
- Presentaciones de Invitados
- Habilidad de Estudio
- Laboratorio Ambulante de Computadora
- STEAM - Ciencias, Tecnología, Ingeniería, Arte y Matemáticas
- Actividad de Arte y Culturas
- Estilo de Vida Saludable
- Deportes Divertidos
- Tecnología en Computación
- Circulos de Niñas
- Educación de Carácter
- GO FAR (Ve a correr) Carreras de 5 Kilómetros y de 1 milla
- Habilidades Sociales y Emocionales

Administración y Financiamiento

SERRF, el Programa de Aprendizaje Ampliado, está bajo los auspicios del Departamento de Educación del Condado de Tehama. Los programas actualmente reciben fondos de subsidios del gobierno federal y del estado, cuotas mensuales y donaciones de la comunidad.

Programa de Oportunidades de Aprendizaje (ELO-P)

SERRF se coordina con distritos individuales para desarrollar e implementar un único programa integral mediante el uso de fondos ELO- P del estado de California. Esta financiación apoya la contratación de maestros y paraprofesionales acreditados para ampliar el tiempo de aprendizaje, lo que facilita una mejor colaboración y alineación con la jornada escolar principal. La colaboración ELO-P permite que más estudiantes/ familias del condado de Tehama reciban servicios de aprendizaje ampliados.

El Personal

El Programa contrata a personal clasificado y certificado que cubren los requisitos del mismo. El director es un administrador del Departamento de Educación del Condado de Tehama. El personal está capacitado para poder satisfacer las necesidades académicas, sociales y emocionales de los niños. El personal de SERRF sigue principios muy estrictos para asegurar la salud y la seguridad de los niños así como el de proveer un programa de alta calidad.

Ubicaciones del Sitio SERRF

Programa de Aprendizaje Ampliado de SERRF se ofrece en las siguientes escuelas:

- Antelope
- Bend
- Berrendos
- Bidwell
- Evergreen Elementary
- Evergreen Middle School
- Flournoy

- Gerber
- Jackson Heights
- Kirkwood
- Lassen View
- Los Molinos
- Maywood
- Metteer
- Olive View

- Plum Valley
- Rancho Tehama
- Reeds Creek
- Richfield
- Vina
- Vista
- West Street
- Woodson

Horas y Días Hábiles

SERRF opera todos los días del calendario escolar del siguiente modo:
- Hora de salida de la escuela (Kinder-8vo Grado) hasta las 6:00 P.M.
- Días escolares mínimos desde la hora de salida de la escuela hasta las 6:00 p.m. (A menos que se notifique lo contrario.) Nuestra expectativa es que los padres recojan a los estudiantes del sitio escolar todos los días a las 6:00 p.m.

SERRF no está abierto los días cuando no hay clases

Inscripción y Matrícula

La inscripción al programa se concede sin considerar raza, género, religión, color, condición médica, incapacidad o nacionalidad. La inscripción está abierta a todos los niños del kinder hasta Octavo grado, siempre y cuando el programa pueda cubrir las necesidades del niño.

Todos los niños deben de ser matriculados antes de asistir al programa. **Se requiere que el formulario de matrícula sea completado y entregado antes del primer día de asistencia.** El formulario de matrícula está compuesto por la solicitud de inscripción, la ficha de emergencias médicas, información de la familia, y por las firmas de permisos de los padres. Estos papeles se deben completar para cada sitio escolar.

La matrícula anual se basa en quien primero llega, primero es servido. Cuotas mensuales necesitan ser pagadas y pagadas en tiempo para poder mantenerse matriculado. Si el número de estudiantes matriculados excede de la capacidad del programa, la primera prioridad para la matrícula se da a los estudiantes identificados como jóvenes sin hogar, según lo define la Ley de Asistencia para personas sin hogar McKinney-Vento, y a los estudiantes identificados como en hogares de guarda. La inscripción segunda prioridad de secundaria y preparatoria que asisten diariamente.

Cargos Mensuales

Las cuotas vencen el 1 de cada mes, de septiembre a mayo. Las tarifas no son prorrateadas. Las tarifas deben pagarse electronicamente a traves de "SchoolPay" disponible en nuestro enlace en línea en:
https://www.tehamaschools.org/Departments/SERRF/SERRF-Payments/index.html

Completando la certificación de ingresos escolares puede calificar para tarifas SERRF gratuitas o reducidas.

Un formulario de solicitud de ajuste de tarifa (FARF) está disponible si existen dificultades financieras. Se debe adjuntar la verificación de ingresos; estos NO son retroactivos y comienzan el mes en que se recibe y aprueba este formulario.

Las familias que califican para comidas gratis a precio reducido (FRPM) y/o identificadas como criadas temporales/sin hogar no tendrán que pagar cuotas.

Asistencia Diaria

El objetivo del Programa Aprendizaje Ampliado de SERRF es que todos los inscritos asistan a todas las sesiones de SERRF programadas. Se debe mantener una "Lista Mensual de Asistencia" para todos los niños que asisten al programa. Se requiere que el padre o la persona autorizada registre la entrada y la salida de cada niño con una firma completa

En el caso que los niños salgan del programa en bicicleta u otros medios, se debe archivar una nota firmada por el padre que dé instrucciones específicas y la hora de salida del niño.

Los niños que salen y/o regresan al programa para actividades extracurriculares deben firmar su entrada y salida cada vez. Si se necesita hacer otro arreglo en la situación excepcional, notifique a su facilitador del sitio de SERRF.

Como Reportar las Ausencias

Si su hijo(a) no asistirá en un día programado, llame al facilitador del sitio SERRF para informarles. Si su hijo(a) está programado a asistir y no se registró al comienzo de SERRF, el personal debe ubicar al niño por su propia seguridad. Eso puede significar llamadas telefónicas a usted en el trabajo y otros números de emergencia.

Requisitos Mínimos de Asistencia

Debido a los parámetros de fijación estatal, los estudiantes que están registrados en el programa de aprendizaje ampliado de SERRF tienen requisitos mínimos de asistencia. Los estudiantes que no cumplan con estas pautas serán eliminados del programa, especialmente en sitios con listas de espera establecidas.

- Estudiantes de la Escuela Primaria (Grados K - 5) Se requiere que los estudiantes asistan diariamente al Programa de Aprendizaje Ampliado durante todo el día.

- Estudiantes de la Escuela Intermedia (Grados 6 - 8) Se requiere que los estudiantes asistan al Programa de Aprendizaje Ampliado un mínimo de nueve horas a la semana y un mínimo de tres días a la semana.

Todas las excepciones deben cumplir con la política de salida anticipada establecida.

Poliza de Salida Anticipada

Los estudiantes tendrán excusa para asistir a funciones escolares, citas con el médico y el dentista y otras ausencias razonables y válidas según lo acordado previamente y/o indicado en la aplicación Brightwheel. La Política y el acuerdo de salida anticipada se pueden encontrar en su perfil de Brightwheel. Por favor notifique al personal antes de una ausencia o salida anticipada siempre que sea posible.

Como recoger a su Niño(a)

Usted tiene que firmar diariamente a la salida. Su hijo solo puede ser recogido por alguien en la lista de salida autorizada y se requiere prueba de identificación. Se contrata a los números de teléfono de emergencia si se deja a un niño más allá de la hora programada de salida/cierre. *Si el problema persiste, se cobrará una tarifa o el niño será expulsado del programa.

Normas de las Cuotas por Recoger Tarde a su Niño(a)

El programa cierra a las 6:00 p.m.

*A los padres de los niños que se queden después de las 6:00 de la tarde, se les va a cobrar una cuota de horas extras con el valor de $5.00 por cada niño(a) y por cada incremento de diez minutos. Un incremento de diez minutos se define así:

1 – 10 minutos = 1 incremento de diez-minutos = $5.00 por niño
11 – 20 minutos = 2 incrementos de diez-minutos = $10.00 por niño
21 – 30 minutos = 3 incrementos de diez-minutos = $15.00 por niño
Tres tardanzas serán causa para removerlo del programa.

"Ninos Abandonados" a la Hora de Cerrar

Si usted no recoge a su niño(a) a las 6:00 P.M. se tomarán las siguientes medidas:
1. Se llamará a los padres al teléfono celular y al trabajo.
2. Se marcarán a todos los demás números en la tarjeta de emergencias del niño.
3. El personal tratará de llamar a todos los números de nuevo. RECUERDE que el personal no puede darle el niño a NADIE que no esté registrado en la tarjeta de emergencia.
4. **A las 6:30 P.M. el niño(a) se considerará "abandonado" y se notificará al Departamento de la Policía local, la Oficina de Alguacil, o Servicio Protectores de Niños (DSS)**
5. El niño será entregado a la agencia que responda y el personal le informará a los mismos que pasos ha tomado para tratar de

ponerse en contacto con los padres y a cuantos les ha dejado mensajes.

6. El personal dejará un aviso en la puerta de la escuela informando a los padres a quien le entregó al niño.

Emergencia en el Sitio Escolar

En caso de una emergencia o de un desastre natural, se tomarán las siguientes medida:

- Los niños serán supervisados directamente y permanecerán en la escuela hasta que el padre u otra persona autorizada los pueda recoger.

  O

- En caso de una evacuación de la escuela, los niños serán llevados al centro de emergencia local, La ubicación de dicho centro será anunciada con un letrero en la puerta del sitio escolar cuando sea apropiado.

Información Centrada en el Estudiante   .

Información Médica y de Salud

SERRF está consciente de la salud y de las necesidades físicas de los niños, por lo tanto, se han establecido las siguientes normas:

El programa requiere tener al día la información de emergencia y el "Formulario de Tratamiento Médico" en el archivo de cada niño/niña. Es la responsabilidad del padre de informarle al programa sobre cualquier cambio en la información, ya sea de emergencia, médica, o de la condición física del niño, al igual que contactos en caso de emergencia, nombres y números de teléfono.

Si un niño requiere el uso de un epi-pen, el padre necesita proveer medicamento apropiado al programa de SERRF, lo cual será guardado de manera segura por el facilitador de SERRF.

El programa no transportará a niños a una instalación de tratamiento médico o a un doctor. Si el personal no logra avisar al padre o a uno de los "contactos de emergencia", el personal puede llamar a los servicios locales de transporte para emergencias para llevarlo a recibir tratamiento apropiado a la instalación médica más cercana, en caso de que sea necesario. Si se trata de una lesión o enfermedad seria, el niño será transportado en ambulancia al hospital.

En todos los casos de lesión o enfermedad, se tratará de avisar a los padres inmediatamente y de incluirlos en las decisiones del tratamiento.

Los padres son responsables por todos los gastos incurridos cuando surge una emergencia.

Meriendas y Alergias Alimentarias

Por la tarde se sirvira una merienda por medio del programa de USDA/Programa de meriendas escolares. El padre tiene la responsabilidad de reportar si su hijo(a) tiene alergias a ciertos alimentos. Si el niño prefiere comer otras cosas que el programa no suministra, es responsabilidad del padre mandar lo necesario.

Requisitos de la Salud

Es la responsabilidad de los padres de estar consciente diariamente de la salud y condición física de su niño(a) y determinar si él o ella es capaz de participar en el programa activamente.

Cuando un niño muestra señales de enfermedad o una condición infecciosa y contagiosa, se le notificará al padre y **deberá recoger al niño inmediatamente**. Se le aislará y se le pondrá cómodo hasta que el padre o alguien designado lo pueda recoger.

Disciplina

La disciplina se administra y se mantendrá de una manera positiva, la cual se centra en el niño y contribuye a su desarrollo.

Los estudiantes de SERRF, Programa de Aprendizaje Ampliado, tienen que seguir los reglamentos escolares establecidos.

Este reglamento de disciplina se aplica a todos los niños para asegurar su salud, diversión y bienestar. Agradecemos su apoyo y comunicación en esta área.

Cuando se tome una medida disciplinaria el siguiente proceso tendrá lugar:

INCIDENTES	ACCION
Primero	SERRF hablara con el niño acerca del comportamiento inaceptable y explicara el por que es inaceptable.
Segundo	El personal de SERRF hablara con el niño acerca del comportamiento inaceptable y explicara el por qu es inaceptable.

Tercero	Si el comportamiento inapropiado continúa, la situación será documentada y una forma disciplinaria será entregada a los padres. En esta forma se detallara el problema de conducta y los pasos que se van a tomar si el problema continua. Estos pasos varían, pueden incluir un "contrato de comportamiento" específico, suspensión o hasta la expulsión del programa.

Si la conducta de un niño(a) crea un ambiente inseguro para otros, el Programa de Aprendizaje Ampliado se SERRF, tiene el derecho de expulsar inmediatamente al niño del programa.
¡LA PARTICIPACIÓN Y COOPERACIÓN DE LOS PADRES ES MUY AGRADECIDA!

Televisión, YouTube y Videos en Línea
Con el fin de continuar el buen ejemplo para los jóvenes, todos los programas que se enseñan deben de ser clasificados como "G". Para todas las demás clasificadas tienen que tener permiso de los padres.

Transporte
Es la responsabilidad del padre llevar y traer a su niño al sitio de SERRF a menos que se haya anotado otra alternativa. Cuando haya paseos se usará el transporte público, servicios privados o el transporte del Distrito Escolar.

Reglas de Indumentaria
La indumentaria (ropa) que se considera aceptable para asistir a SERRF es **IGUAL** a la de asistir a la escuela. Los niños tienen que usar zapatos al menos que el personal indique lo contrario durante alguna actividad especial.

El Uso de las Pertenencias y Equipos Personales
SERRF sigue las reglas generales de la escuela acerca de la posesión y el uso de teléfonos celulares. Los teléfonos celulares tienen que ser apagados y guardados en las mochilas durante el horario después de la escuela. Los estudiantes podrán usarlos en caso de emergencias; en otras instancias permiso por escrito de maestro/padre es necesario. Los estudiantes no deben traer pertenencias personales como equipo electrónico de música como iPad, juegos de computadora, balones y juguetes a la escuela salvo que el programa los haya aprobado para

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una actividad/evento especial. **SERRF no acepta la responsabilidad por la pérdida, el robo, la reparación o daño de estos artículos.**

Uso de las Computadoras e Internet

En algunos sitios, puede haber computadoras con acceso al internet. El internet ofrece a los estudiantes diversos recursos, vastos y únicos. Nuestra meta al proveer este servicio a los estudiantes es de recursos, innovación y comunicación. El uso del Internet es un privilegio y no un derecho, y el uso inapropiado resultará en la cancelación de este privilegio. Antes de tener acceso a este servicio los estudiantes deberán entregar una autorización escrita de sus padres. Los padres tienen la opción de negar el acceso a sus hijos al internet.

Participación de los Padres y Familiares

Los Padres son personajes importantes! Aunque no es un requisito que participen en los sitios del programa SERRF, la participación de los padres se recomienda. Favor de revisar su boletín informativo y/o área de préstamo de libros local por anuncios especiales.

Durante el año hay eventos especiales para los padres y estudiantes de SERRF. En octubre celebramos "**Luces Encendidas**" (LIGHTS ON), un evento a nivel nacional que será reconocido en cada uno de los sitios SERRF. En marzo es nuestra **Exhibición Anual de lo Más Resaltante** (HIGHLIGHT SHOW.) Las escuelas se combinan y tienen la oportunidad de mostrar sus programas. En mayo tenemos "**Ve a Correr**" (GO FAR.) Con carreras de 5 Kilómetros y una milla carrera/caminata.

Si usted tiene un talento especial que quisiera compartir con los niños, favor de comunicarse con el encargado(a) del sitio de su hijo(a), para averiguar cómo puede compartir ese talento o para ayudar con el Programa. Y, por supuesto, siempre son bienvenidos a asistir en cualquier momento para observar o participar en cualquiera de las actividades del programa.

Oficina de Administración

La Oficina de Administración del Programa SERRF se localiza en:

Departamento de Educación del Condado de Tehama
1135 Lincoln Street, Red Bluff, CA 96080
lunes - viernes 8:00 a.m. - 5:00 p.m.
(530) 528-7381

El Programa de Aprendizaje Ampliado de SERRF

Declaración de Vision

Combinar el entusiasmo de los jóvenes con la dedicación de los padres, el compromiso de los educadores y la experiencia de los miembros de la comunidad para promover la competencia académica y ayudar a los niños a alcanzar su máximo potencial y plantar las semillas de la responsabilidad y el servicio a su comunidad.

Declaración de Misión

Proporcionar un ambiente física y emocionalmente seguro, saludable y enriquecedor a través de mayores oportunidades de aprendizaje para los estudiantes. Esto incluye apoyo con la tarea, tutoría, enriquecimiento académico y alineación, recreación, desarrollo de habilidades sociales, opciones de estilo de vida saludable y actividades de prevención. Esto dará como resultado que los estudiantes alcancen y excedan los estándares de rendimiento nacionales, estatales y del condado.
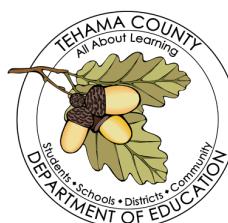
DEPARTAMENTO DE EDUCACIÓN DEL CONDADO DE TEHAMA

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Revisado 8/25/22