

Expanded Learning Opportunities Program Plan Guide

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

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Corning Union 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. Maywood Davinci Middle School
2. Olive View Elementary School
3. Rancho Tehama Elementary School
4. West Street Elementary School
5. Woodson Elementary School

Governing Board Approval Date: April 15, 2026
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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 District's Expanded Learning Program will offer after-school programming that, when combined with the instructional day, provides no fewer than nine hours of daily programming. Services will be provided on elementary school campuses during the school year. To meet the requirement for additional program days, expanded learning opportunities will also be offered during summer or intersession periods.

Program providers ensure that professional development is provided to expanded learning staff prior to the start of the school year, as well as periodically throughout the school year and summer. Additional training opportunities may be offered outside of program hours to support continuous staff development.

The District and program provider(s) will collaborate to ensure alignment with site-based emergency procedures, including participation in drills and adherence to campus safety protocols. A standardized system designated by the District or program provider will be used for program management functions such as attendance tracking, behavior incident reporting, and maintenance of required student health and safety records. Emergency procedures and relevant policies will be maintained and accessible at all program sites.

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.

Expanded learning activities focus on meeting the developmental needs of students in support of the goals of the instructional day. Social and emotional learning (SEL) is intentionally embedded into all expanded learning components, and staff receive ongoing professional development in this area. The District collaborates with community partners and local agencies, including county offices and mental health providers, to support student wellness. Protocols and procedures are established for responding to student mental health needs, including suicide and self-harm prevention, with clear guidance and follow-up processes for site leads and frontline staff.

Mentoring Programs: The expanded learning program offers mentoring opportunities through a variety of partnerships and program models. Students identified as benefiting from additional support may be referred to mentoring

programs and matched with appropriate groups or mentors based on their needs.

Character Education: The District implements social and emotional learning (SEL) and character education across grade levels. Expanded learning staff are trained in research-based SEL curricula and strategies that promote empathy, communication, and positive peer relationships. Programs may include a variety of evidence-based or district-approved curricula and enrichment activities designed to reinforce monthly character traits and/or competencies aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL). These activities often incorporate literacy-based resources to support both academic growth and character development, helping students build self-awareness, strengthen relationships, and develop a sense of responsibility and community.

Expanded learning programs may be delivered in partnership with one or more qualified providers during the school year, summer, and/or intersession periods. The District may collaborate with multiple vendors, community-based organizations, and educational partners to ensure continuity of services and expanded access to enrichment opportunities. All partners are expected to align with District goals, safety protocols, and program expectations to provide a cohesive and high-quality experience for students.

The District and its partners may also participate in community-wide initiatives that promote kindness, inclusion, and civic responsibility, encouraging students to engage in positive actions that contribute to their school and broader 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.

Expanded learning programs coordinate with credentialed educators, instructional coaches, and/or curriculum consultants to ensure that programming is aligned with Common Core State Standards and District instructional priorities in ways that are engaging and supportive of student learning. Instructional approaches include hands-on learning, project-based learning, and service-learning opportunities grounded in research- and evidence-based practices.

Expanded learning site leads and frontline staff maintain ongoing communication with instructional day teachers and school staff to ensure alignment between expanded learning programming and the instructional day. This collaboration supports continuity of instruction, reinforces key concepts, and addresses specific program expectations and student needs.

The Expanded Learning Program academic assistance component is designed to improve students' academic skills and achievement based on identified needs. Instructional support includes strategies and activities that are closely aligned with classroom instruction and tailored to support student success.

When the District partners with additional providers during summer and/or intersession periods, those partners are expected to align with District-adopted curriculum frameworks, instructional priorities, and program expectations. The District will ensure coordination between all providers and site staff to maintain consistency in instructional quality, student support, and program implementation. Partner organizations will collaborate with District personnel, including instructional staff where available, to ensure that expanded learning activities continue to reinforce and build upon the instructional day, even when delivered by different providers.

3. Skill Building

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

The Expanded Learning Program academic alignment component operates in collaboration with the instructional day programs within each partner district. Expanded learning site leads, program coordinators, and administrative staff consult with District leadership and site principals to review and develop collaborative plans that meet the specific needs of each school site. Credentialed teachers may be utilized to provide targeted academic support, including tutoring. Programs also coordinate with credentialed educators and/or curriculum consultants to ensure curriculum is aligned with Common Core State Standards and incorporates engaging, research- and evidence-based instructional strategies that complement and extend the instructional day.

When the District partners with additional organizations or providers during summer and/or intersession periods, those partners are expected to align with District instructional goals, curriculum expectations, and academic priorities. The District will ensure coordination and communication between all providers and site staff to maintain consistency in instructional quality, student support, and program implementation. Partner organizations will collaborate with District personnel, including instructional day staff when available, to ensure that programming continues to reinforce and build upon learning from the school year.

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

Reading and Language Arts Activities: Reading and language arts are priority areas of academic focus based on assessment data and teacher input. Programs may utilize a variety of standards-aligned curricula and instructional strategies, including online reading platforms, literature-based programs, close reading strategies, novel studies, and technology-supported literacy activities. Students engage in silent reading, comprehension activities, and writing exercises across informational and narrative genres. Journaling is incorporated regularly to reinforce reading comprehension, vocabulary development, and written expression, and is often integrated across other academic and enrichment activities.

STEAM: Students participate in a variety of high-interest activities integrating science, technology, engineering, arts, and mathematics (STEAM), as well as service learning. These activities are designed to reinforce classroom learning and promote interest and achievement in STEAM fields, including career exploration. Programming may include hands-on projects, experiential learning opportunities, coding, robotics, engineering challenges, and the use of instructional kits and collaborative problem-solving activities.

Programs for Students Learning English: In addition to participating in core academic support, English learners receive targeted assistance through small group or individualized support. When possible, students are paired with staff or tutors who can support their language development. Staff are trained in language acquisition strategies, including English Language Development (ELD), to support comprehension and access to content.

Technology and Telecommunications Education Programs: Technology is integrated throughout expanded learning programming. Students have access to devices such as Chromebooks, tablets, and laptops to support blended learning opportunities using school-adopted or standards-aligned digital curriculum and tools.

Entrepreneurial Education Programs: Students are introduced to entrepreneurial concepts through enrichment and youth development activities that promote creativity, problem-solving, and real-world application of skills.

Physical Fitness: Physical activity and wellness are key components of the expanded learning program. Students participate in a variety of structured and unstructured physical activities designed to promote health, fitness, and teamwork. Programs may include fitness curricula, recreational games, intramural sports, and partnerships with community organizations to enhance opportunities for student engagement in physical wellness.

Culture: Students engage in enrichment activities that reflect the culture, strengths, interests, and needs of the school community. These activities often culminate in projects, presentations, or events that celebrate student learning and diversity.

VAPA (Visual and Performing Arts): Arts education is integrated into expanded learning programming through activities aligned with Visual and Performing Arts standards. Offerings may include visual arts, music, dance, theater, and other creative outlets, varying by site based on student interest and staff expertise, and often culminating in performances or showcases.

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.

The Expanded Learning Program administers an annual student survey designed to give students a voice, gather feedback about the program, and identify opportunities for leadership. Site facilitators and program staff actively seek input from students regarding their interests, and this information is used to plan enrichment activities. Students who express interest in leadership roles are provided opportunities to help plan and carry out site-wide enrichment activities or learning projects.

The curriculum includes a specific focus on developing 21st Century Skills through collaborative learning, problem-solving, and critical thinking. Many expanded learning sites utilize heterogeneous groupings to encourage interaction between older and younger students, promoting positive communication, mentorship, and leadership skills. Activities are intentionally designed to reinforce 21st Century Skills, and visual reminders or posters are displayed at each site to guide learning and highlight student leadership opportunities.

When the District partners with other organizations or providers during summer and/or intersession periods, those partners are expected to continue these practices. Partner organizations collaborate with site staff and District personnel to gather student feedback, provide opportunities for student leadership, and integrate 21st Century Skills into enrichment programming. This ensures continuity of student voice, leadership development, and skill-building across all expanded learning experiences, regardless of which organization is delivering the program.

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.

Students in the Expanded Learning Program participate in a full array of recreation and enrichment opportunities based on their interests, available staff expertise, and the time of year. Programming includes a minimum of 30 minutes of moderate to vigorous physical activity daily, incorporating organized games and structured activities. Activities may include board games, tennis, golf, scavenger hunts, track and field, gardening, theater arts, cooking/nutrition classes, soccer, yoga, bowling, jump rope, puppet making and performances, scrapbooking, drumming, astronomy, geocaching, compass skills, and other recreational opportunities. Programs maintain contingency plans for inclement weather, including both physical and digital resources to provide indoor activity options when necessary.

Expanded learning programs align with the District's wellness plans and incorporate training for staff to model healthy eating and related behaviors. When available, sites may offer supper programs aligned with USDA nutrition guidelines, and school gardens may be integrated into learning opportunities.

Instructional strategies and curriculum supporting physical education, nutrition, and wellness are provided to staff to ensure quality implementation. Snacks and meals are provided in accordance with federal and state nutrition standards, including USDA guidelines and SB 12, with ongoing collaboration between program staff, school nutrition specialists, and the District's Nutrition Services Department. Sample snacks may include items such as whole-grain cereal with milk and fruit, pretzels with almond butter and applesauce, or apples with cheese sticks and water.

Drug and Violence Prevention: Expanded learning programs incorporate county- or District-approved substance abuse and violence prevention curricula appropriate for student grade levels, including programs such as Second Step and CATCH My Breath. Staff are trained to implement these programs and integrate learning into small group activities, field trips, and targeted lessons. Sites also participate in annual initiatives such as Red Ribbon Week. When the District partners with other organizations during summer and/or intersession periods, these providers are expected to continue alignment with District wellness and nutrition standards, physical activity requirements, and prevention programming. Partner organizations collaborate with site staff and District personnel to maintain consistency in recreational, physical, nutritional, and prevention programming, ensuring that students continue to receive high-quality, comprehensive expanded learning experiences regardless of which organization is delivering the program.

6. Diversity, Access, and Equity

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

The Expanded Learning Program is intentionally designed to celebrate and support the cultural and linguistic diversity of the students and communities served. Program activities reflect students' backgrounds, languages, and traditions through 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 home languages whenever possible, and program 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 student needs. Students with disabilities are fully included in all aspects of programming through collaboration with school-day special education teams. Reasonable modifications, adaptive materials, and one-on-one or small group support are provided to ensure that every student can meaningfully engage and succeed.

When the District partners with other organizations during summer and/or intersession periods, these partners are expected to maintain the same standards for cultural

responsiveness, inclusivity, and accessibility. Partner organizations collaborate with District staff and school teams to ensure programming continues to reflect student diversity, provide equitable access to all learners, and support meaningful engagement for students with a wide range of abilities and needs.

7. Quality Staff

Staff Engagement

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

Recruitment of expanded learning staff is coordinated by the District and may include flyers, job postings, and internal and external advertisements. The District ensures that program partners conduct interviews and orientations to select high-quality staff and prepare them to successfully fulfill their roles. In many cases, District employees who work during the instructional day continue into the expanded learning program, providing continuity and consistency for students.

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)]).

The Districts' minimum requirements for an instructional aide are that they must be NCLB compliant, as demonstrated either by passing the paraprofessional test or having an AA degree or 48 college credits. These requirements are supported by the LEA. All staff, including credentialed teachers, are screened utilizing the Department of Justice Live Scan System and must have Physical and TB clearances. Volunteers participating through their association with Shasta College, Reading Pals, and others 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 non-school days. (See [EC Section 46120(b)(8)]).

The District expects all expanded learning partners to provide comprehensive and ongoing staff training to ensure program quality and consistency. Partners are required to deliver professional development that equips staff with the knowledge and skills necessary to support student learning, social-emotional development, and enrichment across all program components.

When partnering with Tehama County SERRF program, 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.

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

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 District primarily partners with Tehama County SERRF program to provide ELOP, including summer programming. The district also partners with other providers during summer and/or intercession to provide additional ELOP opportunities for students.

Vision:

The District's Expanded Learning Opportunities Program (ELO-P) envisions a learning environment where all students can grow academically, socially, and creatively while having fun. Through engaging expanded learning experiences, students are empowered to explore their interests, develop new skills, and build confidence in a safe and inclusive setting.

Mission:

The mission of the District's ELO-P is to provide comprehensive, expanded learning opportunities that complement and extend the instructional day. The program is designed to:

- Strengthen academic achievement through targeted support, enrichment, and hands-on learning aligned with district curriculum standards.
- Promote social-emotional learning, leadership, and 21st Century Skills to help

students develop confidence, collaboration, and resilience.

- Offer diverse enrichment activities, including STEAM, visual and performing arts, physical fitness, health, wellness, and cultural programming.
- Ensure equitable access for all students, including English learners and students with disabilities, by removing barriers and providing necessary accommodations.
- Collaborate with community-based organizations and other partners during the school year, summer, and intersession to provide a seamless, high-quality learning experience for all participants.
- Support safe, nurturing, and inclusive environments where students feel valued, represented, and empowered to explore their interests and talents.

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.

The District seeks stakeholder feedback via surveys at the end of programs to evaluate the effectiveness and engagement. Data is collected throughout programs for future planning.

SERRF stakeholder feedback from students, their parents, and instructional day teachers is analyzed annually. **Student Survey:** The 2025 results show that students are positive about the expanded learning program, that the SERRF staff cares about them, that what they learn in SERRF helps them perform better during the regular school day, and that SERRF activities help them make good choices regarding right and wrong behavior. **Parent Survey:** The 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.

The District collaborates with a variety of local vendors, community organizations, and other agencies to provide students with enriching experiences. Partners may provide assemblies, workshops, hands-on activities, and other interactive programs that extend learning opportunities beyond the classroom.

Partnering school districts provide academic assistance, alignment of curriculum, coordination of student data, facilities, nutritional snacks, and technology support. Additional community and organizational partners include:

- **Tehama County Sheriff's Department** – Presentations on water safety and other relevant topics.
- **Tehama County Library** – Space and resources for student research and collaborative projects.
- **Tehama County Department of Education Student Support Services** – Curriculum development, consultation, professional development, and drug/alcohol/tobacco prevention support.
- **Tehama County Department of Education School Mental Health & Wellness Team** – Professional development and protocol/procedure support for staff and students.
- **Bridges to College and Career** – Staff and student training for college and career readiness, consultation, guidance, and activities.
- **Local News Agencies** – Family literacy promotion through Newspaper in Education programs, press coverage, and reporting on student field trips and career exploration.
- **Tehama County Farm Bureau** – Agriculture-based resources, classroom visits, and career guidance activities.
- **California State Parks** – Enrichment and educational programs related to nature, history, and environmental stewardship.
- **Department of Fish and Wildlife** – tour of fish hatchery
- **California Adventure Camps** - Ninja Coalition
- **Guest presenters** such as magicians, dancers, athletes, and scientists that infuse fun into learning
- **Local City Organization** – use of city Pool and parks
- **Local Businesses** such as florists, screen printers, service organizations, artists, entertainers, beekeepers, etc.
- **CDF and Local Volunteer Fire Departments** – presentations related to community helpers, fire safety, fire truck and equipment tours
- **Local Law Enforcement** – Presentations related community helpers, K9 demonstrations, school and neighborhood safety talks, police vehicle tours

During summer and intersession periods, the District partners with additional organizations to extend learning opportunities, including programs such as a two-week High School Sports and Enrichment Camp, providing students with additional academic, recreational, and enrichment days. All partners are expected to align with District curriculum, wellness, safety, and program standards.

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 District uses feedback and data collected to continually improve ELOP programming and partnerships year over year.

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.

Two specific areas, directly correlated to the Quality Standards are selected as "Areas of Focus" for the SERRF Expanded Learning Program - Goals are created for each:

- Objective 1 - Implemented program-wide at all sites, including activities
- Objective 2 - Created by site facilitators, collaboratively in site-alike (size, grades served) groups, to be implemented, including activities, at site-alike programs.
- Objective 3 - Created by the site facilitator and site "team", specific to and to be implemented at the site.

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

Plans are kept both on site and in the SERRF Office for all staff to review and reflect upon throughout the year. They are also utilized by SERRF supervisors in the formal evaluation goal/setting process for staff members. Focus Areas have a 2-year cycle, with goals re-evaluated, and modified yearly, based on survey data results.

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

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.

The District's Expanded Learning Opportunities Program (ELO-P) is designed

and implemented in full alignment with the guidelines and requirements established by the California Department of Education (CDE). All program activities, staffing, curriculum, enrichment opportunities, and partner collaborations adhere to state regulations to ensure legal compliance, promote student safety, and maintain high-quality, equitable, and accountable expanded learning experiences for all participants.

[SERRF Parent Handbook](#) This handbook is provided in English and Spanish. The Brightwheel 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 District's Expanded Learning Opportunities Program (ELO-P) budget is developed annually in alignment with state funding allocations, which are based on the District's unduplicated pupil percentage and corresponding Tier status. As a high unduplicated pupil district, the District prioritizes equitable access by utilizing ELO-P funds to provide comprehensive, expanded learning opportunities at no cost to students and families during the school year and summer/intersession programs. Program expenditures broadly include staffing, enrichment programming, academic support, transportation, nutrition services, and operational costs necessary to deliver a high-quality program. The budget also supports facility use and maintenance, administrative oversight through the application of the District's approved indirect cost rate, and coordination with partners and service providers. All expenditures are reviewed to ensure they are reasonable, necessary, and allowable, and are aligned with program goals to effectively meet the academic, social-emotional, and enrichment needs of students and families within the community.

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

The District's Expanded Learning Opportunities Program (ELO-P) is implemented in accordance with state and federal guidelines and is subject to annual review as part of the District's continuous quality improvement process. The District works with multiple vendors, community partners, and agencies—both during the school year and in summer or intersession programs—to ensure all expanded learning activities meet program standards, align with curriculum goals, and provide high-quality, engaging experiences for students. All partners are expected to provide data, participate in evaluation processes, and contribute to ongoing program improvement.

The SERRF Program Plan is reviewed annually as part of the continuous quality improvement process with input from community partners collected during the

SERRF Spring Community Collaborative. The activities described below take place throughout the school year and provide formative and summative information during the ELO-Program Plan/SERRF review process.

- All sites review the annual SERRF Local Evaluation Report upon its release and use it to guide continuous improvement practices and goal setting efforts outlined in the Program Plan.
- Yearly, all sites utilize the CQI goals and survey results to identify areas for improvement.
- Facilitators communicate and meet with site principals, teachers and support staff on a regular basis to assess the successes and challenges in the expanded learning program.
- All sites are assessed by SERRF office support staff on a quarterly basis.
- SERRF staff are observed and evaluated at least annually, both formally and informally, by their immediate supervisor, office support staff, and the program administrator.

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

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

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

Annual contributions are tracked in an in-kind table.

The Brightwheel application is in place at all sites to monitor and record attendance. Parents or an authorized designee are required to sign out students each day using their individual codes. The 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.

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 No

Do you have a 21st CCLC Grant? Yes 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 ELOP Funds will be braided together to form one comprehensive program with consistent staff. There is one offer and registration 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 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 District utilizes multiple communication channels to inform families about registration for ELO-P opportunities. Enrollment information is shared in both English and Spanish through ParentSquare, the District website, social media platforms, and printed flyers. In addition, the District collaborates with community partners, local vendors, and participating agencies to help disseminate registration

information, ensuring families have access to timely, accurate, and widely available guidance for both school-year and summer/intersession programs.

Registration for after-school programs 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 are an integral component of the District's Expanded Learning Opportunities Program (ELO-P) and are designed to provide hands-on, experiential learning that complements classroom instruction and enrichment activities. The purpose of these field trips is to engage students in real-world experiences that enhance their academic, social-emotional, and personal development while reinforcing program themes.

Students develop a variety of knowledge and skills through these experiences, including teamwork, problem-solving, critical thinking, communication, and practical application of concepts learned during the instructional day or program activities. Field trips may also promote exposure to arts, sciences, environmental education, health and wellness, and career exploration, depending on the location and program theme.

Examples of field trip locations include Camp Tehama, Forebay, local movie theaters, bowling alleys, and other community sites. Each location is selected for its educational significance and ability to provide meaningful learning experiences tied to program objectives. Some field trips are intentionally aligned with summer program themes to reinforce student engagement and learning.

Field trips are planned throughout the school year and during summer programs.

The anticipated dates and duration vary depending on the activity and location. Participating grade levels are determined based on program enrollment, age appropriateness, and learning objectives. Transportation is arranged by the District through school buses or approved partner-provided transport, ensuring safety and adherence to all District policies.

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 District utilizes ELO-P funding to fully support all after-school and summer programs, ensuring that every student has access to high-quality expanded learning opportunities at no cost. Given the demographics of the District, the majority of students qualify for free or reduced-price meals, making these programs an important resource for equitable access to enrichment, academic support, and social-emotional development.

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.***

[Sample Program Schedule](#)

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.

Non-school Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 non-schooldays, 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 school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning 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):

- (C) 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).
- (D) 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.

(E) 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.