

RICHMOND COLLEGE PREP SCHOOLS



EXPANDED LEARNING OPPORTUNITIES
PROGRAM (ELOP)
Implementation Guide

Expanded Learning Opportunities Program (ELOP) Plan Guide

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

Local Educational Agency (LEA) Name: Richmond College Prep Schools

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Instructions: Please list the school sites your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Richmond College Prep School K-8

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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 (Social Emotional Instruction) and development.

DEFINITIONS

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

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

INTRODUCTION

The state provided \$1.8 billion in Proposition 98 funding in 2021-22 to establish ELOP with the goal of reaching \$5 billion by 2025-26. ELOP requires school districts to provide in-person expanded learning opportunities to students in Transitional Kindergarten (TK) through grade 6. Under ELOP, programs are required to provide at least nine hours per day of combined in-person instructional time and expanded learning opportunities during the school year and for 30 days during the summer or intersession periods. The ELOP program must offer programs that include educational and enrichment components, with maximum staffing ratios of 10:1 for TK/K grades and 20:1 for 1st through 6th grades. The years 2021-2022 and 2022-2023 have been planning and pilot years, with full implementation expected in 2023-2024.

Richmond College Prep (RCP) must provide access to all unduplicated students who qualify for free and reduced lunch, who are foster youth or English Learners. It is anticipated that over 300 students will be eligible for ELOP services in the 2023-24 school year.

1 SAFE AND SUPPORTIVE ENVIRONMENT

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

Richmond College Prep's (RCP's) ELOP will be located on-site and will support students' physical needs with a safe environment. In addition to academic support and educational enrichment, our ELOP will also address social-emotional needs. RCP's After School Education and Safety (ASES) program serving unduplicated students in 3rd-8th grades will be expanded through ELOP.

Every student attending RCP's instructional day classes is eligible to participate in ELOP. RCP's ELOP program will:

- Operate a minimum of 45 hours per week.
- Operate after school and during holiday breaks throughout the regular school year and also in the summer.

During program hours, all ELOP staff (besides their teaching or administrative function) will ensure the students' and the program's safety and security. Additional staff will be included in specialized activities and/or field trips if smaller student-to-staff ratios are necessary. All program staff will have clear background checks on file and must be processed through LiveScan before being on-site.

2 ACTIVE AND ENGAGED LEARNING

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

To supplement the instructional day, RCP's ELOP provides extra academic support and tutoring that follows academic standards. We provide help that boosts students' essential skills (like reading, writing, math, and science) to help them succeed. Our staff is dedicated to motivating students to finish their assignments, get tutoring, read, and engage in other academic activities. Our Instructional Assistants offer homework help Monday through Friday. After their workday, certified teachers can support the ELOP if they choose to. Students have access to online educational materials through designated classroom Chromebooks. We schedule time for students to improve their math and literacy skills by working on MAP Accelerator, Achieve3000, SmartyAnts,

Raz-Kids, or silent reading. Our staff closely monitors students and works with classroom teachers to support online learning targets during ELOP.

RCP's ELOP provides students with various experiences that promote collaboration, experimentation, critical thinking, creativity, communication, skill building, active engagement, and a sense of belonging. Our enrichment classes are centered around STEAM (Science, Technology, Engineering, the Arts, and Mathematics) and offer many programs and tools to enhance the instructional day. We carefully select enrichment classes to introduce students to these subjects and encourage exploration. Additional opportunities are explored based on student voice and choice.

3 SKILL BUILDING

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

In ELOP, students can engage in fun interactive experiences that help them learn, explore, create, and develop their skills in different areas. Students can pursue their passions and build their reasoning abilities through experimentation, contributing to higher-order thinking. By following the STEAM curriculum, students learn to use critical thinking and problem-solving skills when constructing complex structures based on fundamental principles of engineering and physics. When collaborating in teams, students gain valuable social-emotional competencies such as self-awareness, social awareness, responsible decision-making, self-management, and relationship skills. These competencies help students become thoughtful, healthy, and kind individuals.

4 YOUTH VOICE AND LEADERSHIP

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

Our program encourages students to engage in activities that foster interpersonal relationships, collaboration, and teamwork. Students develop skills by sharing their viewpoints, concerns, and interests. We encourage our students to take the lead in community projects in which they have shown high levels of interest and commitment. We also support cross-age mentoring through homework support, outdoor activities, and reading buddies.

Youth Voice and Choice is a key feature of RCP's ELOP. RCP encourages students to be empowered leaders and incorporates student-directed learning into classes so that

students can choose what most interests them, including physical fitness, nutrition education, character education, and service-learning.

Students are also invited to give feedback through surveys and informally to help RCP tailor its programs, curricula, and policies to meet student concerns and interests.

5 HEALTHY CHOICES AND BEHAVIORS

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

RCP's ELOP allows students to engage in various healthy activities, including organized team sports, Folkloric Dance, and gardening. These activities promote physical fitness and support the school's wellness plan. Students can participate in outdoor activities daily, including organized soccer, basketball, volleyball, and student-choice games. Younger students can participate in age-appropriate developmental activities focused on play, taking turns, and sportsmanship, such as learning about winning, losing, and being a team player.

The students received assistance from external organizations and groups to plant fruit trees, establish a vegetable garden, build an outdoor classroom, and set up a chicken coop. These collaborative partnerships will continue.

The ELOP offers healthy, individually wrapped nut-free breakfast, lunch, and snacks. The State approves the snacks, which include oranges, apples, cheese, grapes, yogurt, plums, milk, and sugar-free fruit juices.

6 DIVERSITY, ACCESS, AND EQUITY

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

At RCP, the ELOP highly regards and welcomes diversity, equity, and inclusion. Students engage in cultural activities that promote understanding and respect for various cultures and their values. Through ELOP, students are exposed to different cultures and backgrounds while also having the opportunity to share their unique cultural heritage and traditions. ELOP coordinates school events with after-school activities to help students explore and highlight diversity through multicultural activities, performances, and family events.

ELOP at RCP is free for all students. We provide necessary supplies and materials, free snacks for food-insecure students, and a safe environment for latch-key children. We translate all program materials, including the application, parent handbook, and early release policy, to ensure non-English speaking parents can benefit from the program.

ELOP has highly skilled staff fluent in Spanish. Many bilingual Program Leaders and Instructional Assistants are available to assist English Learners during Academic Support sessions. They offer help with assignments, provide tutoring, and guide students in reading for the required time. Additionally, we conduct various academic activities to further enhance learning.

ELOP makes every effort to include students with disabilities. To ensure their participation, ELOP staff work with site administrators and teachers to implement strategies to provide the extra services needed by students with Individual Education Programs (IEPs) and 504 Plans.

7 QUALITY STAFF

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

RCP's ELOP hires staff for different roles and salaries, all of which meet or exceed the minimum requirements for Instructional Assistants. To qualify for the position of Instructional Assistant, candidates must have at least a High School diploma or GED and the ability to work collaboratively with school district staff, program staff, parents, and community leaders. Familiarity with basic computer software programs, experience with diverse populations, and cultural competencies are strongly desired.

Program Leaders for our enrichment classes come from quality organizations in the community.

Once hired, staff are expected to participate in professional development in areas such as Quality Standards for Expanded Learning in California, program rules, regulations, strategies for working with English Learners, students with disabilities, TK and Kindergarten students, behavior management, social and emotional well-being, and strategies to provide academic support. Staff are always expected to exhibit integrity, professionalism, caring, and competency as positive role models. In addition, the staff strives to build and maintain positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents.

Our ELOP program maintains a 20:1 student-to-staff ratio, with a 10:1 ratio for TK and kindergarten.

8 CLEAR VISION, MISSION, AND PURPOSE

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

Richmond College Prep is a public charter school that serves K-8th grade students in the Richmond area. Most of our 562 students are low-income, with 78.5% identifying as Latino, 18.1% African American, and .5% Asian/Pacific Islander. Over 69.4% of our students are economically disadvantaged. The community surrounding RCP lacks resources and access to facilities compared to other areas in the city, with no community centers, recreation centers, or youth programs. The closest library requires students to take two city buses. We started our After-School program to provide a constructive alternative to high-risk after-school idleness at home or on the street. Now with our ELOP, we offer a safe, fun, and enriching environment where students can improve academic performance, develop cultural self-respect, and build positive character traits. ELOP aims to reduce below-grade-level performance, improve attendance, decrease truancy and juvenile crime rates, and increase community safety.

At RCP, we value the input of students and families in shaping our policies and programs, including ELOP and the After-School program. We gather feedback through various channels such as parent surveys, School Site Council meetings, and the Local Control and Accountability Plan (LCAP) committee. Our team collaborates with families, teachers, and directors to plan, execute, and assess family engagement activities at the school and district levels. We also welcome participation in the Coffee Club.

The goal of ELOP is to provide a comprehensive program that supports and supplements the instructional day and caters to the child's overall well-being. This is achieved through academic assistance and social, emotional, and physical development. The program prioritizes the needs of the students and aims to achieve positive results. Additionally, ELOP collaborates with community partners to provide enrichment, nutrition, and other developmentally appropriate experiences.

9 COLLABORATIVE PARTNERSHIPS

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

The Site Coordinator will work with RCP's directors to identify day school teachers willing to teach during ELOP's Academic Support sessions. The CEO will act as the

Education Liaison, connecting the ELOP with the school day. She will oversee classroom teachers, establish a relationship between the school day and ELOP learning, and keep program staff informed of any school day events that could affect ELOP activities.

RCP partners with EdTec, a consulting company that provides back-office support for fiscal accounting and reporting, including ELOP funding and operation.

The ELOP is created and updated based on feedback from students and families through surveys and meetings conducted by RCP.

We are proud to partner with the City of Richmond Recreation Department to offer ELOP team sports such as volleyball, basketball, soccer, and lacrosse. RCP teams also participate in intramural competitions with local charter schools.

Rise Center staff come to RCP to facilitate safe discussion sessions for boys about issues they face in school, at home, and in the community. Volunteers are also conducting a robotics workshop for our ELOP & ASES program.

Our ELOP and After-School Enrichment Program benefit significantly from the support of many other individuals, contractors, and organizations, such as the East Bay Center of Performing Arts.

10 CONTINUOUS QUALITY IMPROVEMENT

Describe the program's Continuous Quality Improvement plan.

To evaluate ELOP's strengths and areas for improvement, we will gather data and feedback from various sources such as RCP self-assessments, quality standards reviews, surveys, interviews with parents, students, and staff, and observation of program activities. Furthermore, we will review academic achievement results such as MAP scores, school attendance, and ELOP participation.

A team of stakeholders, including the CEO, a student, two parents, directors, and coordinators will work in pairs to conduct assessments. We will analyze the data to identify program strengths and areas for improvement. Based on this analysis, we will develop a Quality Improvement Plan to address high-priority needs for the coming year. We ensure the success of the plan by promoting its faithful implementation.

11 PROGRAM MANAGEMENT

Describe the plan for program management.

RCP's ELOP is located on-site and provides students with a safe environment, academic and social-emotional support, and educational enrichment.

RCP's CEO: Ms. Liano supervises the Site Coordinator and works with RCP's Director of Operations to ensure the program complies with California Department of Education (CDE) regulations.

Site Coordinator: The Site Coordinator supervises the Instructional Assistants, Program Leaders, and volunteers to ensure the program runs smoothly. The Site Coordinator also manages behavior when students reach step three on the program-wide Consequence Ladder.

For academic support, Instructional Assistants and Teachers supervise students while they are in the classroom. Attendance is taken, and, depending on the length of the program day, breakfast, lunch, or snacks are distributed.

Enrichment classes are led by Program Leaders or sometimes Instructional Assistants for the ELOP & After-School program. Depending on the program's schedule, they prepare for their class when they arrive on campus, and then the Instructional Assistants escort students to their respective classes. The students line up on the ramp and wait for the Program Leader to let them into the classroom. The Program Leader (or the Instructional Assistant leading the class) retakes attendance to confirm that all assigned students are present.

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 ELOP should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the most stringent requirements will be expected to be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The ELOP is modeled after the ASES program policies and procedures. Once the ELOP Audit Guide is released, procedures will be evaluated and aligned to ensure program compatibility. ELOP funds will be used to provide program staff, enrichment programs, and materials for TK - 8th-grade students.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them in understanding 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?

To maintain continuity and support Transitional Kindergarten (TK) students in ELOP, Instructional Assistants (IAs) are hired to work with TK students during the regular school day and follow students to the ELOP and After-School program. TK and Kindergarten (K) staff have established relationships with students and receive training on how to work with this age group. Regular teacher and parent interactions familiarize staff with students' academic and developmental needs. The program allows students to stay in the TK/K classrooms for naps, rest periods, and quiet activities. Students use the TK/K playground, which supports the unique physical needs of these early learners. Regular communication with TK/K teachers guides learning, activities, and projects and ensures children are provided age-appropriate aligned reinforcement of academic skills.

TK/K students will be staffed at 10:1. Additional staff may be hired to maintain this ratio.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Sample ELOP 3rd - 8th Grade Schedule

8:00 - 3:00 Regular School Day

3:05 - 3:10 ELOP check-in/attendance/snack

3:10 - 4:00 Homework support: tutoring, Raz-Kids, Achieve3000, MAP Accelerator, or reading

4:00 - 4:10 Enrichment: check-In/attendance

4:10 - 5:50 Enrichment activity (student choice): Sports, Woodshop, Sewing, Arts & Crafts, Graphic Novel, Graphic Design, Game Design/3D Printing, Cooking, and Music Production

5:50 - 5:55 Clean up

5:55 - 6:00 Dismissal

Sample Nine-Hour Day Schedule (TK - 8th)

for Saturday School, Intercessions, and Summer School:

7:30 - 8:30 Breakfast

8:30 - 9:00 Tutoring

9:00 - 10:00 Math

10:00 - 11:00 ELA

11:00 - 12:00 Science or Social Studies

12:00 -12:30 Lunch

12:30 - 1:00 Recess

1:00 - 3:00 Small student groups rotate through activities at the park with City of Richmond Recreation Department

3:00 - 3:15 Break

3:15 - 4:00 Legos activity

4:00 - 4:25 Board games

4:25 - 4:30 Dismissal

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

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before-school component of a program, an after-school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

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

(A) The department's guidance.

(B) Section 8482.6.

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

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

EC Section 46120(b)(1)(A):

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

EC Section 46120(b)(1)(B):

For at least 30 non-school days, during intersession periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

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

EC Section 46120(b)(4):

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

EC Section 46120(b)(6):

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

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

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

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program California Department of Education Created September 30, 2021 12 Expanded Learning Opportunities Program Plan Guide that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements: (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science. (B) An educational enrichment element that may include,

but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.