RIALTO UNIFIED SCHOOL DISTRICT EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

Rialto Unified School District
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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)

Local Educational Agency (LEA) Name: Rialto Unified 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. Bemis Elementary School
2. Boyd Elementary School
3. Casey Elementary School
4. Curtis Elementary School
5. Dollahan Elementary School
6. Dunn Elementary School
7. Fitzgerald Elementary School
8. Garcia Elementary School
9. Henry Elementary School
10. Hughbanks Elementary School
11. Kelley Elementary School
12. Kordyak Elementary School
13. Morgan Elementary School
14. Morris Elementary School
15. Myers Elementary School
16. Preston Elementary School

17. Simpson Elementary School
18. Trapp Elementary School
19. Werner Elementary School
20. Frisbie Middle School
21. Jehue Middle School
22. Kolb Middle School
23. Kucera Middle School
24. Rialto Middle School

Governing Board Approval Date: December 14, 2023

Review Revision Date: August 1, 2025

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.

This Expanded Learning Opportunities Plan (ELO-P) serves as an overarching framework to increase access to supplemental education, literacy, enrichment, and social-emotional learning services through programs offered beyond the regular school day and on non-instructional days for RUSD (Rialto Unified School District) TK–6 grade students. As appropriate, programs for grades 7–8 will be inclusive, based on middle schools serving grades 6–8, and grades 9–12 will be supported as program availability allows after TK–8 needs are met.

These programs are designed to extend and enrich existing offerings or create new opportunities within RUSD. Program activities are data-driven and tailored to student needs, supporting the **whole child** by addressing academic growth, social-emotional learning (SEL), Visual and Performing Arts, and students' physical and personal interests. SEL components are embedded throughout the programming to help students develop self-awareness, self-management, responsible decision-making, relationship skills, and social awareness in a safe and supportive environment.

The ELO-P plan also facilitates the expansion of our After School Education and Safety Program (ASES) by eliminating any waitlist. Extended Learning Opportunities will provide a total of nine hours of learning and care for Universal Transitional Kindergarten (UTK) students, with thirty additional nine-hour non-instructional days scheduled to support enrichment and academic growth. All TK–6 students may participate, with particular emphasis on serving RUSD's unduplicated student population, ensuring equitable access to high-quality extended learning experiences.

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.
CBOs: Community Based Organizations "Vendors"

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

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 Rialto Unified School District (RUSD), in partnership with Community-Based Organizations (CBOs), will implement high-quality, student-centered after-school enrichment programs that adhere to all state and federal grant funding requirements. Programs will primarily be offered on RUSD school grounds to ensure accessibility, safety, and familiarity for students. Special events or educational field trips may take place off-campus; in such cases, students will be supported with structured transportation and supervision to maintain safety and program fidelity.

All non-district program staff will undergo a Department of Justice live-scan clearance prior to working with students. Staff are trained to provide a safe, supportive, and inclusive learning environment, with a focus on social-emotional development, positive behavior interventions, and restorative practices.

Student Supervision and Attendance

- Daily attendance is closely monitored. Students are signed in at program start and signed out at dismissal.
- TK students may only be dismissed to a parent/guardian or approved emergency contact.
- Grade 6 students may walk home only if written parental/guardian consent is on file.
- Staff maintain line-of-sight supervision at all times and monitor students during transitions, restroom breaks, nurse visits, or early dismissal.
- Staff are equipped with communication tools such as landline phones, cell phones, and radios to respond promptly to any incidents or emergencies.

Staff Identification and Campus Security

- All program staff will wear designated uniforms, program attire, or identification badges to ensure they are clearly recognizable.
- School campuses are fully secured during program hours, with controlled entry and exit points. Visitors must follow the District's sign-in and campus entry procedures.

Behavioral Supports and SEL Integration

- Programs follow a positive discipline model aligned with Positive Behavior Interventions and Supports (PBIS).
- PBIS interventions include counseling, social-emotional learning, and structured behavioral support.
- School-specific PBIS expectations are integrated into the ELO-P program to maintain a safe, nurturing, and predictable environment that promotes student growth.

Health, Safety, and Incident Protocols

- Staff follow established procedures for handling injuries, accidents, or emergencies, immediately notifying parents/guardians and involving necessary support personnel, such as school nurses, site administrators, or external emergency responders (Child Protective Services, Police, Fire Department, or paramedics).
- Health records are maintained in accordance with District policies to ensure medical support.

Safety Officers and Emergency Support

- RUSD ELO-P Safety Officers are assigned to school sites, and Safety Officer Patrol Units monitor designated areas.
- Schools may contact safety dispatch for guidance or support at any time.
- In urgent or critical situations, the Rialto Police Department will be engaged for consultation or immediate assistance.

This comprehensive approach ensures that all students participating in ELO-P programs experience a **safe, supportive, and nurturing environment** that fosters academic, social-emotional, and personal growth.

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.

The physical and emotional safety of every student is RUSD's top priority. Safety procedures include, but are not limited to, mandated reporting, addressing suicidal ideation, threat assessment, effective supervision, and preventing inappropriate contact. RUSD's ELO-P Safety Officers will be assigned to schools on-site, and ELO-P Safety Officer Patrol Units will monitor their designated areas. Schools may contact the safety dispatch at any time for assistance or guidance. In emergency situations, the Rialto Police Department will be consulted and/or provide support.

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.

Education is the single most important factor in helping a young person achieve their full potential. Developed programs will supplement learning in academic content areas, by intentionally aligning with the schools' instructional themes as well as aligning with the overall school culture. This allows for continuity of learning and development into the expanded learning/after school program environment.

The planning and development of educational enrichment programs will involve a collection of data from students, parents/guardians, teachers, and administrators. Collected data will drive the selection of educational programs and enrichment activities. Data will be collected through a google survey where stakeholders will be able to select and/or recommend programs or activities. The survey will give an opportunity to all stakeholders to voice their selection of programs.

Once programs are identified, students will have the opportunity to enroll within a set enrollment period. The recruitment and enrollment phase will ensure that all students and parents are informed about offered programs and will provide an equal opportunity for students and parents to select and participate.

Tutoring programs will be established at each school. Students will have access to Tutoring Hubs located in the North, Central, and South regions of RUSD. Tutoring services, on-demand

and targeted, will be provided in various subject areas and provided by RUSD teachers/tutors. An online tutoring platform (CBO) will be available to support students 24/7.

Additionally, each site will be able to identify tutoring needs based specifically on data-driven student needs to initiate Targeted Tutoring Centers. Tutors will work in collaboration with RUSD Educational Services to ensure the tutoring program successfully aligns with supplemental core standards, curriculum, and initiatives. Creation of designated ELP Tutoring Corners in School Libraries will allow afterschool space to initiate literacy support programs.

3 — Skill Building

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

All programs will include a section on literacy and/or numeracy enrichment activities. Staff will lead students through daily activities where students learn and practice vocabulary, fluency, and comprehension through hands-on and interactive activities or lessons.

In addition to educational literacy reinforcement, some programs will emphasize STEAM (Science, Technology, Engineering, Art, and Mathematics) activities, as appropriate, in order to improve academic achievement and overall student success. Activities will focus on an aspects of STEAM through hands-on science investigations.

Students will make connections to everyday life while developing creative thinking and problem-solving life skills. Additionally, students will have the opportunity to present projects, and/or describe how they completed an activity, and/or share the skills they utilized or learned at various presentations including the "Lights On Afterschool" showcase.

To support learning of 21st Century Skills, activities will enhance the 21st Century skills of communication, collaboration, critical thinking, and creativity (the "four Cs") by engaging students in SEL (Social Emotional Learning) learning activities. Students will collaborate with each other to address, challenge, or question a given topic. Students will be able to share their findings within the selected programs, and present or discuss the skills they learned and utilized.

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.

Student voice is an important component of program development. The Expanded Learning

Opportunity Program will implement a continuous quality improvement process to review programs, activities, and training. As part of the process, students, staff, and parents will receive a survey regarding the quality of the programs, content, activities, ideas for new programs, and communication. Stakeholders will be able to voice concerns and/or complement how the programs are operating.

Students will have the opportunity to choose which enrichment program they would like to participate in before or after school, during school breaks, and over the summer. The enrichment activities will be aligned to the feedback received by the students, parents, teachers, and administration. Programs that are developed will be coordinated with RUSD ELO-P staffing based on need and availability. Additionally, the District may establish partnerships with community- based organizations who can provide services in the areas requested.

RUSD strongly believes that students support what they help create. Programs will provide student leadership opportunities to provide leadership, mentorship and address program needs to make changes to based on the information and data gathered through their peers. This creates time and space for students to not only work collaboratively, but also influence and impact the direction of their program. Through the student leadership opportunities, students learn leadership skills, working as a team and collaborating with peers, program supervisors, and administration.

Each program's enrollment, attendance and alignment to ELO-P guidelines for accountability will be monitored to determine if the program will continue to be offered. This will allow programs to expand or close in order to target student program requests and accountability. Students will have opportunities to share viewpoints, concerns, suggestions, and interests, as well as make choices when participating in program activities. Feedback can be done via the issued survey, ELO-P website contacts, email or direct phone call to Executive Director.

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.

Each program will align its wellness initiative with the District's health and wellness policy. Additionally, it will ensure that all students are engaged in regular physical activity, that healthy food choices are served and promoted, and that self-regulating and prosocial behaviors are fostered and practiced. A portion of the each program's planned schedule will be dedicated to supporting health and wellness through physical activity, nutrition, self-care, and social emotional learning.

At no cost to program participants, all students will be provided with a healthy snack and/or meal, provided by RUSD's Nutrition Services and/or approved vendor. In order to establish healthy nutrition and reinforce healthy choices, the composition of these meals meets the Federal Free and Reduced Lunch guidelines for nutrition and portions.

Distribution of snacks will encompass school site leads, ELO-P program specialist and site administration on delivery, warehousing and distribution of meals and/or snacks. Additionally, a system of "ordering" will be established.

A physical fitness component will be included to promote healthy physical exercise. Students will improve their muscle strength, endurance, team comradery, and much more. Elementary and intermediate students will have the opportunity to participate in a physical fitness club or sports program.

Elementary and middle school sports programs will be established at their school sites; focusing on the sport's fundamental skills while encouraging team comradery.

These physical fitness components will also include a nutrition emphasis. This could include, but is not limited to: discussions, lessons, and promotion of healthy snacks.

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.

Rialto Unified School District focuses on ensuring that all Expanded Learning Programs create environments in which students experience values that embrace diversity, and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. RUSD will create promotional materials and advertisement for students and families to ensure equitable outcomes for all students through actions and services that promote programs and access information.

The Expanded Learning Program will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds. Programs and staff will be knowledgeable of student backgrounds and sensitive to site specific students and school culture. Staff will be provided with information on equity and diversity to ensure an environment that promotes diversity and celebrates the students' cultural and unique backgrounds. Students will have opportunities to share their diverse backgrounds through presentations, performances, and multicultural events.

For students with disabilities, the Expanded Learning Program will provide support staff that have training in working with students with special needs. Special Education and Expanded Learning will collaborate on reasonable/necessary accommodations as they relate to students' IEPs and determine a communication, health, and support plan as appropriate based on guidelines and requirements.

English Language Learner (ELL) students and their families represent a large number of students participating. All information regarding the expanded programs and ELO-P will be available in both English and Spanish. All notices or flyers will be available in Spanish in order

to help communicate with Spanish speaking families. When needed, translators will be available to assist with communication.
In addition, all programs will work with their respective sites to provide support to students with disabilities. Communication to parents will be disseminated through emails, letters, site newsletters, the District and school website, parent orientations, Parent Square and phone calls as appropriate. All programs will create a welcoming environment by representing the diversity of all participants through program materials and activities.

7 — Quality Staff

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

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

Recruitment and hiring for RUSD's ELO-P program staffing will follow the District's hiring process. Open positions will be advertised and contain job requirements and minimum requirements. All applications will be submitted electronically and reviewed by the Human Resource department to determine if they meet the minimum qualifications for the position.

The District may contract with Community Based Organizations to provide specific services, including the District's After School Education and Safety (ASES) and/or After School Safety and Enrichment for Teens (ASSET) programs. All contracted staff will need to meet RUSD's employee requirements prior to employment.

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)]).

Staff contracted to work directly with students must provide verification of the following requirements:

- Employee must show evidence of completion of forty-eight (48) units of higher education study, or
- Obtained an AA Degree or higher
- Completed Mandated Reporter training

In addition, all new hires and contractors must show evidence of :

- Tuberculosis (TB) clearance
- Department of Justice (DOJ) Fingerprint Clearance (Live Scan)

ELO-P program Specialist will monitor student to adult ratios, 10:1 TK-K, 20:1 Grades 1-12.

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-schooldays. (See [EC Section 46120(b)(8)]).

Professional development and training for staff will be provided. Throughout the year, staff at all levels will participate in staff development that will enhance their abilities to improve the instructional and supportive aspects of the programs. Collaborating with San Bernardino County Superintendent of Schools and community partners, training and support for staff will be available as a joint District-hosted professional development when appropriate.

ELO-P programs will provide opportunities for District teachers and staff to work within the developed ELO-P Programs. Additionally, Summer ELO-P may offer opportunities for current RUSD teachers and staff to provide academic support along with specific enrichment classes.

8 — Clear Vision, Mission, and Purpose

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

The following are RUSD's Expanded Learning Program Vision, Mission, and Purpose;

- Provide educational and enrichment activities that expand on instructional lessons and curriculum, while focusing on literacy, numeracy, and future readiness.
- Provide academic interventions for students with special needs, English Learners, foster, homeless, and unaccompanied youth, and those performing below grade level.
- Provide high-quality enrichment programs that incorporate stakeholder input.
- Provide Social Emotional Learning (SEL) activities/programs that focus on developing the academic, social, emotional, and physical needs of the students.
- Engage students in healthy choices, wellness, and physical fitness activities.

All developed programs operated by District staff or CBO's will follow the District's vision and purpose for expanded learning programs. This will ensure a seamless transition for students, from the regular school day to enrichment.

Resources and staffing, including materials, offices, buildings, vehicles, but not limited to, may acquired to ensure program fidelity and accessibility for student enrichment and/or to meet required guidelines via Federal Program Monitoring.

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.

Regular feedback opportunities from both internal (school administrators, staff, and students) and external (families) stakeholders provide recommendations on how to improve program offerings. Feedback is solicited during program culmination celebrations as well as through the administration of surveys.

Additionally, opportunity for feedback and contribution to the plan's make up is solicitated at various family/community meetings, such as DELAC, SSC Meetings, community events, parent summit, Special Services Parent Meetings, including but not limited to district sponsored community groups.

RUSD will continue to obtain feedback from stakeholders to bolster services of enrichment, increase academic alignment, and acquire recommendations that support students' academic outcomes and emotional well-being; as implementation continues to scale towards full implementation

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.

In a continued effort to expand our existing community partnerships, the District will release Requests for Proposals (RFP) based on program needs as appropriate. Outreach to community organizations will continue year-round through the following methods: the District's website, announcements through school sites, community based organization communications, current contractors, and the San Bernardino County Office of Education Region 10 Expanded Learning community.

RUSD partners and contracts with reputable and high-quality program providers. RUSD believes that every child has the potential to be great. Collaborative partners in this process include the identified District-level Executive Director for ELO-P programs, other District-level personnel (e.g., Nutrition/Warehouse Services for snack planning & distribution), school site Principals (or designee), Community Based Organization leadership & program staff, as well as parents and students.

In collaboration with Community Schools and MTSS (Multi-Tiered System of Supports), programs are becoming aligned to support initiatives. ELO-P staffing have and will continue to participate with the District collaboration process to ensure ELO-P supports Community Schools and MTSS. The District is currently in the development stage of both programs.

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 will implement a customized the Quality Self-Assessment Tool (QSAT) provided by the San Bernardino County Superintendent of Schools (Based on California Afterschool Network - CAN). This tool is formative in design and will serve to inform and engage District and program staff in long-term planning for professional development and technical support. Data from the QSAT and surveys will be used with the Continuous Quality Improvement (CQI) Plans that are analyzed throughout the year. The aim is to continually plan, implement, and assess programming.

Data Reflection
Program staff will participate in data reflection in-services to assess performance and on-going needs of students. Participants will also collaborate on strategic adjustments to be made in programming to better support students.

Stakeholder Feedback
Regular feedback opportunities from both internal (school administrators, staff, and students) and external (families) stakeholders provide recommendations on how to improve program offerings. Feedback is solicited during program community meetings as well as through the administration of media surveys.

RUSD will continue to obtain feedback from stakeholders to bolster services of enrichment, increase academic alignment, and acquire recommendations that support students' academic outcomes and emotional well-being; as implementation continues to scale towards full implementation.

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.

Board Regulation 5148.2: Before/After School Programs
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030372&revid=slshoXtFHhxkXFwdhV0slshFLScQ==&ppage=0&st=after%20school&mt=Exact

Board Policy 5148.2: Before/After School Programs
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030372&revid=xeIOP2ie2qvtC0sc5isbHA==&ppage=0&st=after%20school&mt=Exact

ELOP Vendor On-boarding PPT Link
https://drive.google.com/file/d/1tCTSBH2xoqfFUtN1z5nXAmJmtXR4kANe/view?usp=drive_link

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 Program. How does this budget reflect the needs of students and families within the community?

Resources and staffing, including materials, offices, buildings, vehicles, but not limited to, may be acquired to ensure program fidelity and accessibility for student enrichment and/or to meet required guidelines set by Federal Program Monitoring.

Expenditure staffing, full-time and/or partial, to support, monitor, and implement the ELO-P Programs may consist of the following, but not limited to;

- Data Analyst
- Program Specialist
- Secretary and Clerical Support
- Categorical Program Specialist
- Media/Network Support
- Safety Personnel
- School Coordinator Leads
- School Program Leaders
- Teachers/Aides
- Custodial staff
- Transportation

(Staffing numbers/titles can change, increase or decrease based on program expansion need)

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

Management of Expanded Learning Programs will be under the direction and supervision of the Executive Director of Expanded Learning Programs as part of Educational Services.

The Expanded Learning Opportunities Program Team and applicable District Departments will collaborate to oversee program management and day to day operations of the program. Additionally, the team will monitor and communicate with all partnered Community Based Organizations for program needs, services, and concerns.

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.

RUSD will utilize funding streams from ASES and ELO-P to create extended learning programming for the students and families of Rialto. The District understands that there is an expectation that these programs will use the ASES grant compliance requirements and the Quality Standards for Expanded Learning as an overall program guide for both the ASES Elementary/Middle school programs as well as for ELO-P. Quality standards for continuous program improvements will ensure that there is a consistent framework of criteria and evaluation metrics for all programs, ensuring the data collected will be used as measurements of program success.

The two programs will work together to create, plan, expand programs, and implement programs that offer access to the greatest number of students. Standardized processes across programs will ensure that students receiving programs and enrichment activities will have the same information and access. Standardization in schedules, registrations, orientation, as well as parental/guardian expectations will contribute to a seamless system.

Transitional Kindergarten and Kindergarten

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

UPK-Universal Prekindergarten is the expansion of the state of California's current mixed delivery system for early learning and care. The current expansion of Transitional Kindergarten includes utilizing all state and federal funding for early learning care and extended learning opportunities in both the public and private sectors to ensure that families of 3 and 4 year old children receive the needed early learning and care services.

Working collaboratively with Early Education Department, the District will be utilizing our California State Preschool Program funding (CSPP), Local Control and Accountability Planning funds, and our Expanded Learning Opportunities Plan funding to support the Universal Prekindergarten Plan.

Education Code section 48000(g) requires credentialed teachers who are first assigned to a TK classroom after July 1, 2015 to have one of the following by August 1, 2023:

- At least 24 units in early childhood education, or childhood development, or both
- Professional experience in a classroom setting with preschool age children comparable to the 24 units of education (comparability determined by the local employing agency)
- Child Development Teacher Permit issued by the Commission on Teacher Credentialing

Any teacher who is or was assigned to teach TK, or a combination of kindergarten and TK, **on or before July 1, 2015**, is "grandfathered in" to teach TK without having to meet the additional unit requirement for TK teachers set forth in Education Code section 48000(g). The Rialto Unified School District has adopted Scholastic's Transitional Kindergarten Wonders Curriculum in order to meet TK students' educational needs. The District will continue to provide professional development and support on the adopted TK curriculum. Classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned through vertical articulation and the use of professional learning communities. TK children will utilize the same age-appropriate playground as Kindergarten students. The students will have set times that are separate from Kindergarten classes for playground use. During meal times, TK students will utilize separate tables to eat with their peers.

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?

RUSD is committed to ensuring that Expanded Learning Opportunities Program (ELO-P) information and services are accessible to all pupils and their families through culturally responsive and linguistically appropriate communication. Program announcements, enrollment materials, and updates are provided in the primary languages spoken within the district community, including English and Spanish. Communication is delivered through multiple platforms to reach all families effectively, including:

- District and school websites
- ParentSquare/School Messenger notifications
- Printed flyers sent home with students
- School front office materials
- Community partner outreach
- Parent meetings, site orientations, and family engagement events

Materials are written in clear, family-friendly language, and bilingual staff are available at school sites and district offices to assist families with questions and enrollment support.

Enrollment Process and Access to ELO-P

The enrollment process is designed to be simple, inclusive, and accessible for all families:

1. **Enrollment:**
   Enrollment protocols are posted on the district and school websites and distributed through ParentSquare/School Messenger. Paper forms are available upon request.
2. **Signature and Submission:**
   Parents/guardians may complete and sign the enrollment form electronically or by hand. Completed paper forms may be submitted to the school office, the ELO-P Lead, or returned through email. Electronic submissions are accepted through district-approved enrollment platforms for ease of access.
3. **Storage of Forms:**
   All submitted enrollment forms—whether paper or digital—are stored securely in accordance with student record and privacy laws.
4. **Prioritization and Enrollment Confirmation:**
   In alignment with ELO-P requirements, priority is provided to unduplicated pupils (including foster youth, homeless youth, and students eligible for free/reduced-price meals). Families receive confirmation of enrollment and program schedules through ParentSquare/School Messenger or direct communication from site ELO-P staff.

Transportation

Transportation for ELO-P is provided based on site capacity, district resources, and program needs. Currently all sites offer equitable programs in which transportation is not required based on guidelines.

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 directly aligned to the ELO-P's enrichment focus areas, including **STEM exploration, literacy development, visual and performing arts, and social-emotional learning**. Students will engage in hands-on, inquiry-based experiences that reinforce program curriculum and allow them to interact with content in an authentic setting.

Transportation will be provided in accordance with RUSD policies and ELO-P requirements. Students will be transported by district-approved buses or vendors that meet all safety and operational guidelines. ELO-P staff will maintain required ratios throughout the trip, including during loading, unloading, and onsite activities.

- **Anticipated Date(s):** Dates vary based on calendar and availability of locations, non-instructional days are the focus, which include but not limited to weekends and summer.
- **Duration:** Varies based on location of trip as well as travel time
- **Grade Levels Participating:** Focus is TK-6, 7-12 is also included as appropriate.
- **Alignment:** Trip occurs outside core instructional time and is coordinated by ELO-P department.

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.

**No fees are collected

Sample Program Schedule

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.**

Rialto Unified School District Universal Transitional Kindergarten (UTK)
SAMPLE Nine (9) Hour Program Schedule

Half Day TK Instruction - First three (3) Hours (8:00-11:00)

8:00 - 8:15	Arrival (washing hands, signing in) (15)
8:15 - 8:45	English Language Arts(30)
8:45 - 9:15	Math (30)
9:15 - 9:30	Recess and snack (15)
9:30 - 10:00	Writing (30)
10:00 - 10:30	Science/Social Studies (30)
10:30 - 11:00	Circle Time (skill-based books & songs) (30)
Lunch	**11:00 - 11:30 (Students NOT participating in Extended Learning Program are dismissed, participating students remain on site)**

Extended Curriculum Enrichment - Second set of three (3) Hours (11:30-2:30)

11:30 - 11:45	Arrival/transition (washing hands, signing in) (15)
11:45 – 12:00	Check in & discussion of the day's activities (Social Emotional) (15)
12:00 - 1:00	Rest Time (bathroom, hand washing, yoga, breathing exercises and story-time) (60)
1:00 – 2:00	Outdoor Center Time (Centers & skill-based small groups) (60)
2:00 - 2:30	Closing Activities (School day review & farewell song) (30)

Expanded Learning Opportunities Enrichment - Third set of three (3) Hours (2:30-5:30)

2:30 – 2:45	Check in, snack & discussion of the day's activities (15)
2:45 - 3:25	Art, Music and Movement (indoor gross motor activities) (40)
3:25- 3:55	Structured Outdoor Gross Motor Play (30)
3:55 - 4:25	Rest time, bathroom, & hand washing (30)
4:25 - 5:00	Circle Time (skill-based mini-lesson, skill-based books & songs) (35)
5:00 - 5:30	Closing Activities (school day review & farewell song) (30)

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 those 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-school days, 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 Site *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):**

(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.