

RIALTO UNIFIED SCHOOL DISTRICT EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



**Rialto Unified School District
182 East Walnut Avenue
Rialto, CA 92376-3530
(909) 820-7700**



This Program Plan Template Guide (Nov. 2024) 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

Contact Name: Norberto Perez, Executive Director of Expanded Learning Programs

Contact Email: Nperez2@Rialtousd.org

Contact Phone: (909) 879-6004

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELOP). 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: October 14, 2026

Revision Date: TBD if necessary

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 Program (ELOP) Plan 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, before school 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.

The 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 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 programs to help students develop self-awareness, self-management, responsible decision-making, relationship skills, and social awareness in a safe and supportive environment.

The ELOP plan also facilitates the expansion of our After School Education and Safety Program (ASES) by decreasing and/or eliminating any waitlist. Expanded Learning Opportunities will provide a total of nine hours of learning and care for Universal Transitional Kindergarten (UTK) students, and thirty (30) additional nine hour non-instructional days of programs.

All TK-8 students may participate in all available programs, 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”

ELOP: Same as ELO-P

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 afterschool enrichment programs that adhere to all state and federal grant funding requirements. Programs will be offered on RUSD school grounds to ensure accessibility, safety, and familiarity for students. Special events or educational study trips may take place off-campus; in such cases, students will be supported with structured transportation and supervision to maintain safety and program fidelity.

RUSD employees working for ELOP will adhere to all finger printing and clearances set by policy and human resources. All vendors, non-district employees, program staff will undergo required finger print clearance prior to working with students. On boarding meetings will include how 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-5 students may only be dismissed to a parent/guardian or approved emergency contact.
- Grade 6-8 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 or early dismissal.

Staff Identification and Campus Security

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

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 ELOP program to maintain a safe, nurturing, and predictable environment that promotes student growth.

Health, Safety, and Incident Protocols

- Staff are equipped with communication tools such as landline phones, cell phones, and

radios to respond promptly to any incidents or emergencies.

- Staff follow established procedures for handling injuries, accidents, or emergencies, 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

- Safety Officers, funded under ELOP aligned with program hours, are assigned to school sites. Safety Officer Patrol Units, funded under ELOP aligned with program hours, monitor designated areas and support schools as needed based on program needs.
- Schools may contact safety dispatch for guidance or support at any time (909) 820-6892
- 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 ELOP 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 well being of every student is a top priority for RUSD's Expanded Learning Programs. ELOP provides a welcoming, inclusive, and supportive environment where students feel a sense of belonging, connection, and respect. Staff build positive relationships with students, encourage student voice and participation, and create opportunities for students to develop social emotional skills such as self-awareness, communication, collaboration, problem-solving, and responsible decision-making.

Programs are designed to recognize and respond to students' individual needs while providing consistent expectations, positive reinforcement, and supportive adult interactions. Staff collaborate with school site teams to identify concerns and connect students with appropriate supports when needed.

RUSD also maintains established safety protocols, including mandated reporting, threat assessment, effective supervision, and procedures for responding to student safety concerns. ELOP funded Safety Officers and patrol units provide additional support at designated schools, with Safety Dispatch available for assistance and guidance.

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 target 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 surveys where stakeholders will be able to provide feedback and recommend program enhancements.

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. Tutoring services, on-demand and targeted, will be provided by RUSD teachers/staff. An online tutoring platform (CBO) will be considered as needs may arise.

Additionally, each site will be able to identify tutoring needs based specifically on data-driven student needs to initiate targeted and high impact tutoring. Tutors will work in collaboration with RUSD Educational Services to ensure the tutoring program successfully aligns with supplemental core standards, curriculum, and initiatives. As available, the 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 opportunities for literacy and/or numeracy enrichment through engaging, hands-on activities, as appropriate and as feasible within the program's structure, schedule, student needs, and available resources. Staff will facilitate daily learning experiences that allow students to develop and practice vocabulary, fluency, comprehension, and mathematical skills through interactive lessons, games, projects, and real world applications.

In addition to literacy and numeracy reinforcement, programs may incorporate STEAM (Science, Technology, Engineering, Art, and Mathematics) activities, as appropriate, to support academic achievement and overall student success. Students will engage in hands-on projects, and problem solving activities that encourage them to apply academic concepts in meaningful and practical ways.

Students will make connections between classroom learning and everyday life while developing creativity, critical thinking, communication, collaboration, and problem solving skills. Students will also have opportunities to demonstrate their learning by presenting projects, explaining how they completed activities, and reflecting on the skills they developed and applied. These opportunities may include student showcases such as "Lights On Afterschool".

Together, these experiences provide students with meaningful opportunities to learn, practice, apply,

and demonstrate skills in supportive environments that extend learning beyond the traditional school day.

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 essential component of the RUSD Expanded Learning Opportunity Program (ELOP). Students will have meaningful opportunities to provide input, make choices, and help shape program activities and enrichment offerings based on their interests and needs.

Through surveys, student discussions, program activities, culmination events, and direct communication with staff, students will provide feedback on program quality, activities, relationships with staff, communication, and areas for improvement. This feedback will be reviewed as part of the District's continuous quality improvement process and used, along with enrollment, attendance, and other program data, to strengthen and adjust programs.

Programs will provide opportunities for students to take on leadership roles by helping lead activities, mentoring peers, supporting collaborative projects, and recommending changes to improve program. These experiences will develop leadership, communication, teamwork, collaboration, and problem solving skills.

Student and stakeholder feedback will also be gathered through families, school staff, school site meetings, parent/community events, parent summits, and other District sponsored meetings. This ongoing feedback process ensures that student voice remains an integral part of program planning, leadership, quality assessment, and continuous improvement.

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.

ELOP programs will promote healthy choices and positive behaviors by aligning wellness activities with the District's health and wellness policies. At no cost to participants, students will be provided nutritious meals and/or snacks. All meals and snacks will meet applicable federal nutrition standards for nutritional content and portion sizes. Healthy food choices and positive eating habits will be encouraged throughout program activities.

Programs will provide regular opportunities for physical activity through structured recreation, fitness activities, sports, and/or other age appropriate activities. These experiences will promote physical fitness, teamwork, cooperation, and positive peer relationships while encouraging students to maintain active and healthy lifestyles.

Programs will also incorporate opportunities to develop healthy social emotional behaviors, including self-regulation, positive decision-making, self-care, and prosocial skills. As appropriate,

nutrition education will be integrated into activities through discussions, lessons, and hands-on experiences that reinforce healthy choices.

ELOP staff, site leads and site administration will collaborate to ensure meals and snacks are appropriately ordered, stored, and distributed for participating students.

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.

RUSD is committed to ensuring that ELOP provides welcoming, inclusive, and equitable environments where all students have meaningful opportunities to participate, learn, and succeed. Programs will value the diverse cultural, linguistic, socioeconomic, and individual backgrounds of students and families. ELOP services will be provided without discrimination based on race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, gender identity or expression.

ELOP will promote equitable access to programs through multiple forms of communication and outreach designed to ensure that students and families are aware of available opportunities. Promotional materials, program information, and enrollment communications will be distributed through a variety of platforms and methods to reach diverse families and support equitable participation.

Programs will incorporate activities and experiences that recognize and celebrate students' cultural identities, backgrounds, languages, and unique perspectives. Staff will be encouraged to understand the communities and students they serve and to be responsive to the culture and needs of each school site. As appropriate to the individual program, students may have opportunities to share and learn about diverse cultures through district and/or school assemblies/presentations, performances, projects, discussions, multicultural activities, and other enrichment experiences. Program materials, activities, and learning environments will strive to reflect the diversity of participating students and promote respect, belonging, and appreciation for others.

Access for Students with Disabilities

ELOP will provide students with disabilities equitable access to expanded learning opportunities and will work collaboratively with Special Education and other appropriate district staff to support student participation. When appropriate, ELOP and Special Education staff will collaborate to identify reasonable and necessary accommodations, communication strategies, health and safety considerations, and other supports needed to facilitate meaningful participation.

Program staff and support personnel will receive appropriate guidance or training to support students with disabilities and to promote inclusive practices. Supports will be determined based on the individual student's needs, applicable requirements, and available program resources, with the goal of providing students opportunities to participate alongside their peers in the least restrictive environment (LRE) whenever appropriate.

Linguistic Access and Family Engagement

RUSD recognizes the importance of providing meaningful communication access for English Learners and multilingual families. ELOP information will be communicated in English and Spanish, and additional language support will be provided when needed and available to assist families in understanding program offerings, enrollment, expectations, and opportunities for participation.

Communication regarding ELOP may be provided through emails, letters, school and district newsletters, the district and school websites, parent orientations, ParentSquare, telephone communication, and other appropriate methods. These multiple communication methods are intended to reduce barriers and ensure families have equitable opportunities to access information and participate in ELOP programs.

Through these practices, RUSD will continue to promote diversity, access, equity, inclusion, and belonging across its expanded learning programs. ELOP will continue to assess student and family needs and use feedback and participation data to identify opportunities to improve access, remove barriers, strengthen program offerings, and ensure that all students have meaningful opportunities to benefit from expanded learning experiences.

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 ELOP staffing will follow the District's established hiring processes. Open positions will identify the duties, qualifications, and minimum requirements, and applications will be reviewed by Human Resources to ensure candidates meet the required qualifications.

RUSD will also provide overtime opportunities for District certificated and classified staff, as well as other employees, to work outside of their regularly scheduled work hours to support ELOP programs. Utilizing qualified District employees provides students with access to experienced educators and staff who understand the District's expectations, instructional practices, and student needs.

ELOP staff will receive appropriate training, guidance, and ongoing support related to student engagement, safety, social emotional learning, and the delivery of engaging enrichment activities.

The District may also contract with Community Based Organizations (CBOs) to provide specific program services, including ASES and/or ASSET Grant programs. Contracted staff will be required to meet applicable RUSD requirements prior to providing services to students.

Staffing and training opportunities will be implemented as appropriate to each program's structure, student needs, staffing availability, and available resources.

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), or approved equivalent process

ELOP program Specialist and site leads, 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-school days. (See [EC Section 46120(b)(8)]).

RUSD will provide ongoing professional development and training to ensure ELOP staff have the knowledge, skills, and resources needed to effectively engage and enrich students. Training will focus on areas such as student engagement, social emotional learning, safety, academic enrichment, and effective implementation of expanded learning activities.

Throughout the year, staff at all levels will have opportunities to participate in professional learning provided by the District, San Bernardino County Superintendent of Schools, and community based partners. When appropriate, the District may coordinate or host joint professional development to provide staff with additional tools, resources, best practices and alignment with District policies.

As allowable under ELOP guidelines, the District will utilize up to three days for staff development, solely and/or with CBO's, during instructional or non-school days to strengthen staff capacity and program implementation.

Staff development opportunities will be implemented based on program needs, staff responsibilities, student needs, and available resources.

8 — Clear Vision, Mission, and Purpose

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

Rialto Unified School District's Expanded Learning Opportunities Program is guided by a clear vision, mission, and purpose focused on engaging students, expanding opportunities, supporting student interests, and addressing the whole child.

Vision: Empower every student through engaging enrichment that expands opportunities to participate, explore, discover, and experience programs that support the whole child.

Mission and Purpose:

Expanded Learning Program will:

- Provide educational and enrichment experiences that extend and complement classroom instruction, with an emphasis on literacy, numeracy, and future readiness.
- Provide academic support, as appropriate, for students with identified needs, including students with disabilities, English Learners, foster youth, McKinney-Vento, and students performing below grade level.
- Provide high quality enrichment opportunities that are informed by student, family, staff, and community input, while providing students with opportunities to participate, explore, discover, and pursue their interests.
- Promote social emotional learning and activities that support students' academic, social emotional, and physical wellbeing.
- Provide opportunities for students to develop healthy habits through wellness, nutrition, physical activity, and fitness.
- Create safe, inclusive, and engaging environments where students can learn, create, connect, explore, and belong.

All ELOP programs operated by District staff or Community Based Organizations (CBOs) will align with the vision, mission, and purpose for expanded learning. Programs will complement, rather than duplicate, the regular school day and provide a seamless transition between the school day and expanded learning opportunities.

RUSD will provide the appropriate resources, as available and required, as it relates to staffing, materials, facilities, equipment, and other supports necessary to implement programs effectively, promote accessibility, maintain program quality, and meet applicable ELOP requirements under Federal Program Monitoring expectations.

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.

RUSD recognizes that student and family voice is essential to developing and continuously improving expanded learning opportunities. Input from students and families, along with school administrators and staff, helps inform program offerings, enrichment activities,

academic support, communication, and areas for improvement.

Feedback is solicited through student and family surveys, program celebrations and culminations, parent orientations, and ongoing communication with ELOP staff and school sites. Families and students are also provided opportunities to share their interests, recommendations, concerns, and ideas through family and community engagement opportunities, including DELAC, School Site Council (SSC) meetings, community events, and other District sponsored meetings and events, in which ELOP staff are present.

Information will be used to strengthen enrichment offerings, improve academic alignment, address identified needs, and support students' academic, social emotional, and physical wellbeing.

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.

RUSD values the role of Community Based Organizations (CBOs) and other community partners in expanding opportunities and resources available to students and families. The District will continue to engage community partners based on identified student and program needs. When appropriate, the District may release Requests for Proposals (RFPs) and conduct ongoing outreach through the District website, school sites, current contractors, community organizations, and the San Bernardino County Superintendent of Schools Expanded Learning community.

CBOs and other partners may support the administration and implementation of specific ELOP programs and services. Collaboration may include, but not limited to, District Directors, school site administrators, CBO leadership and program staff, Nutrition and Warehouse Services, families, and students. Partnerships will be monitored to ensure services align with ELOP requirements.

ELOP will also coordinate with other District initiatives, including Community Schools and the Multi-Tiered System of Supports (MTSS). The Community Schools initiative is currently in its early stages of implementation, and RUSD is beginning to establish the structures and collaborative processes needed to support its development.

Within the Community Schools framework, ELOP is part of the Extended Learning Time and Opportunities Pillar, but is not solely the pillar. ELOP will contribute and collaborate by providing expanded learning opportunities that complement the goals and priorities established through the Community Schools initiative. As the Community Schools framework continues to develop, ELOP staff will participate in collaborative planning and identify opportunities to connect expanded learning with other supports and resources available to students and families.

ELOP will similarly collaborate with MTSS to align expanded learning supports with identified student needs and school site priorities. As these initiatives continue to develop,

ELOP will refine coordination efforts and strengthen connections.

Coordination will continue to evolve based on program development, identified needs, stakeholder feedback, and available resources.

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.

ELOP will implement a customized Quality Self-Assessment Tool (QSAT) provided by the San Bernardino County Superintendent of Schools, based on the California Afterschool Network (CAN) framework. The QSAT is formative in design and will support District and program staff in assessing program quality, identifying areas of strength and growth, and informing professional development, technical assistance, and long term program planning.

As appropriate, programs will collect and review student social, behavioral, and skill-development information through student and stakeholder surveys, participation and attendance data, observations, reflections, and other relevant program data. Information may address areas such as student engagement, social skills, self-control, academic mindset, collaboration, and school connectedness sense of belonging.

Data Reflection

ELOP staff will participate in data reflection and professional learning opportunities to review program performance, participation/attendance, identify student needs, and reflect on the effectiveness of activities and management practices. Staff will use this information to identify areas for improvement and make strategic adjustments to programming, supports, and activities as appropriate.

Stakeholder Feedback

ELOP will provide ongoing opportunities for feedback from internal stakeholders, including school administrators, staff, and students, as well as external stakeholders, including families and community partners. Feedback may be collected through program meetings, surveys, student reflections, informal discussions, program events, and other appropriate communication methods.

As ELOP implementation continues to expand, RUSD will use data and stakeholder input to evaluate program effectiveness, identify areas of need, refine services, and inform ongoing efforts. The District's goal is to establish a continuous process in which data and reflection directly inform program management, professional development, and the activities and supports provided to students.

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=slshoXtFHxkXFwdhV0slshFLScQ==&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, supplies, equipment, offices, buildings, vehicles, technology, and other operational resources, may be acquired or utilized to ensure program fidelity, accessibility, safety, and effective implementation of ELOP and to meet applicable program requirements, including Federal Program Monitoring (FPM) guidelines.

Expenditures, whether cost-shared or solely funded, that support, monitor, administer, and implement ELOP programs may include, full-time partial or voluntary overtime, but are not limited to, the following:

Staffing and Personnel

- Executive Director
- Data Analyst
- Program Specialists
- Secretary and Clerical Support
- Categorical Program Specialist

- Media/Network Support
- Safety Personnel
- School Coordinator/Leads
- School Program Leaders
- Teachers, Instructional Aides, and other instructional support staff
- Custodial staff
- Transportation staff
- Administration salary share cost for ELOP hours

Program and Operational Costs

- Instructional and enrichment materials and supplies
- Supplemental curriculum resources
- Technology, software, licenses, and related digital resources
- Equipment and furnishings necessary to support program implementation
- Facility, classroom, office, and storage space
- Facility preparation, maintenance, and operational costs associated with expanded learning
- Transportation and related transportation expenses
- ELOP vehicles
- Acquisition, purchase, and installation of modular and/or facilities
- Student meals, snacks, and nutrition related expenses, as allowable
- Professional development, training, conferences, and staff development
- Human Resources personnel related costs
- Program communication, outreach, and promotional materials
- Printing, copying, and other program related administrative expenses
- Contracted services and Community Based Organization (CBO) partnerships
Academic tutoring, enrichment, recreation, arts, sports, STEAM, and other student programming overtime
- Costs associated with student activities, events, showcases, and program celebrations
- Safety, health, and accessibility resources and supports
- Data collection, attendance tracking, and continuous quality improvement activities
- Other costs necessary to effectively administer and implement the ELOP program, as allowable under applicable requirements.

Staffing levels, classifications, assignments, and expenditures may change, increase, or decrease based on program needs and/or expansion, student enrollment and participation, identified student and family needs, program structure, available resources, and funding requirements.

The ELOP budget is developed to reflect the needs of students and families by prioritizing resources that expand access to high-quality academic support, enrichment, physical activity, social emotional learning, and engaging hands-on experiences before and after school, during intersession, and during summer programming. Cost share resources may include existing District personnel, facilities, equipment, technology, transportation, administrative support, and other resources that contribute to the effective delivery and accessibility of expanded learning opportunities.

All ELOP expenditures and cost share contributions are reviewed and managed to ensure they are reasonable, necessary, allocable, and allowable, consistent with the approved ELOP plan, applicable statutes and regulations, and District fiscal procedures. As program needs evolve, the District may adjust the allocation of resources to address student participation, accessibility, staffing, program quality, compliance requirements, and identified needs within the community.

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

Management and oversight of the Expanded Learning Opportunities Program (ELOP) will be under the direction of the Executive Director of Expanded Learning Programs. The Executive Director, in collaboration with the Expanded Learning Programs team, Business Services and applicable District departments, will provide oversight to ensure programs are implemented in accordance with the approved ELOP Plan, applicable statutes and regulations, District procedures, and Federal Program Monitoring requirements.

The Expanded Learning Programs team and applicable District departments will collaborate to support program planning, staffing, fiscal management, facilities, transportation, student safety, attendance, data collection, communication, and day-to-day operations. Program implementation will be monitored through regular communication with school sites, review of enrollment and attendance data, site visits, program observations, stakeholder feedback, and other program information to identify needs, address concerns, and support continuous improvement.

The District will also maintain ongoing communication and coordination with Community Based Organizations (CBOs) and other program partners. Partners will be monitored and supported to ensure that services are consistent with the approved program design, contractual requirements, student needs, and applicable ELOP requirements. When concerns or implementation challenges arise, the ELOP team will work collaboratively with school sites, District departments, and partners to identify appropriate solutions and corrective actions.

Through centralized leadership, cross-departmental collaboration, ongoing monitoring, communication, and continuous quality improvement, RUSD will ensure that ELOP resources and services are implemented effectively, consistently, and in alignment with guidelines.

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? [None for elementary or middle schools, ASSET only for Eisenhower High School.](#)

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 leverage ASES and ELOP funding to provide a coordinated, comprehensive Expanded Learning Program that expands access and opportunities for students and families throughout the District. Each funding source will continue to be administered in accordance with its applicable statutory, regulatory, grant, and program requirements, while being strategically coordinated to support a consistent and cohesive expanded learning system.](#)

[The District recognizes the ASES program requirements and the California Quality Standards for Expanded Learning as important frameworks for program implementation and continuous quality improvement. These frameworks will inform the design, implementation, monitoring, and evaluation of both ASES and ELOP programs.](#)

[ASES and ELOP will be coordinated to identify opportunities to extend, strengthen, and expand services based on student enrollment, participation, identified needs, program capacity, and available resources. The District will seek to maximize the reach of both funding sources while maintaining appropriate fiscal and programmatic accountability for each grant.](#)

[Where appropriate, the District will establish consistent processes across ASES and ELOP programs, including program communication, registration, orientation, schedules, attendance procedures, family expectations, and access to enrichment and academic support. These common practices will help create a more seamless experience for students and families, while allowing individual programs to maintain requirements specific to their respective funding sources.](#)

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.

Requirements

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 will adopt Transitional Kindergarten 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 (ELOP) 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
- Digital Community Billboards
- 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 ELOP

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 ELOP Site 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 ELOP 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 approved message platform or direct communication from site ELOP staff.

Transportation

Transportation for ELOP 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.

Study trips will be directly aligned to the ELOP'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 ELOP requirements. Students will be transported by district approved buses or vendors that meet all safety and operational guidelines. ELOP 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 ELOP 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.